CURRICULUM GUIDE

EDUCATION
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CURRICULUM GUIDE

FOR

JUNIOR HIGH SCHOOL HEALTH

(INTERIM)

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MBER, 1964

JUNIOR HIGH HEALTH

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
SEPTEMBER, 1964

ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the work of the Health Advisory Committee and the Junior High School Health Sub-committee in the preparation of this Interim Junior High School Curriculum Guide for Health. These committees operated under the direction of the Junior High School Curriculum Committee.

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INTRODUCTION

PURPOSE

The school health program has evolved because of the concern that a community has for the health of its children. Its purpose is many sided. It includes the total activity which is planned, organized and developed to prepare boys and girls for healthful living. A sound health program consists of instructions, counselling and guidance which, through a variety of activities, seeks to protect and improve the children's health.

The subject matter of health is important but not in the sense of memorizing the types of muscles in the body, the various kinds of communicable diseases and the values of cleanliness. These facts assume importance only as children incorporate them into their habits and attitudes while adjusting to their environment. The study of health should help boys and girls come to know health principles which they can apply in daily living. There are many skills involved in this approach to the study of health; reading for information, writing to make records, identifying problems, planning together, and evaluation. It implies that teachers should do less telling and more guiding in developing the desirable habits and attitudes in pupils relative to personal, community, and national health. **The facts assume importance only as children incorporate them into their habits and attitudes while adjusting to their environment.**

OBJECTIVES

Schools seek to provide an educational environment in which the pupil may attain complete development as an individual. The health program contributes toward achieving all of the objectives of education. However, this program makes its greatest contribution to the achievement of physical and mental fitness. Every pupil, to the limit of his nature, needs, and capacity, should have the opportunity to develop and maintain good physical and mental health. **The most important part of the course is functional health, not anatomy and physiology. It is important that class time given to these two aspects be adjusted so that functional health receives adequate coverage.**

BASIC UNDERSTANDINGS:

An understanding of the nature of the human being—physical, mental, emotional, and social—is basic to successful application of the principles of healthful living.

Good health is a state of complete mental, physical, social and spiritual well-being as well as the absence of disease and infirmity.

Physical and mental health are closely related.

The state of an individual's health, physical and emotional, should be considered in the choice of a vocation for it is a factor in success.

Keeping oneself in good physical and mental health helps one meet more successfully the problems encountered in everyday living.

The principles of good mental hygiene act as guides to the development of desirable personality traits.

Growth and development—physical, mental, emotional, spiritual and social—are a continuing process throughout the life of the individual. Both are influenced by diet, exercise, rest, relaxation, recreation, and freedom from sickness and accident.

Practices of wholesome and unwholesome living have certain physical and psychological effects upon the human being.

THE IMPORTANCE OF THE TEACHER

The teacher, more than any other factor, determines the quality and effectiveness of instruction. This is equally as true in the teaching of health as in the teaching of any other school subject. Health teachers should not hesitate to use health as a vital and stimulating part of the junior high school program. In school, at home, and on vacation, children cannot escape the influence of health education or avoid seeing its manifestations. It is hoped that this guide will help teachers realize that health education can be a stimulating and rewarding experience for teachers as well as pupils.

THE TEACHER'S JOB

There are many things in the teacher's favor as she approaches health teaching, regardless of her own background in the subject. Remember, almost all boys and girls are fascinated by growth and life processes. It is with them each day of their lives and they are interested and concerned about avoiding any pitfall or problem associated with their body growth and development. Every community has specially qualified people, doctors, dentists, nurses, and others, who are usually willing to help. There is an abundance of excellent literature on health education and how to teach it. Audio-visual aids for this subject are numerous. Frequently teachers and pupils encounter problems where answers are not readily available. Pupils respect the teacher who does not avoid the obstacle, but attempts, in cooperation with the pupils, to find a satisfactory solution.

The teacher's most important contribution to the children's growth through health education will be her own attitude toward health. If she encourages participation and group discussion, varies the activities and approach to the subject, she is developing the valuable concept, "we live healthfully", not the concept, "learn about health". If her teaching is punctuated with such questions as "Why did that happen?", "Do we know that?", "How do we know?", the teacher is giving her pupils some valuable leadership in healthful living. On the other hand, if the teacher supplies all the answers without helping the children to find their own, the major objectives of health education cannot be realized.

EVALUATION IN HEALTH EDUCATION

The following are some of the purposes which may be served by planning for continuous evaluation of your success in achieving the objectives of the health education program:

1. To develop the pupil's ability to evaluate his achievement in terms of growth, skills, social relationships, and to learn about abilities in order that he may become increasingly self-directive and self-confident.
2. To ascertain and appraise pupil health status, interests, needs, attitudes, opinions and practices.
3. To appraise individual pupil and group achievement and understanding in the classroom.
4. To stimulate pupil interest and motivate learning.
5. To help each student to understand his strength and weaknesses and those of others.
6. To appraise and judge what has been accomplished on the basis of proposed objectives and outcomes.
7. To locate areas of individual pupil and group instructional needs, e.g. physiology, personal hygiene, community health and nutrition.

Numerous devices are available to accomplish the above purposes. They include teacher prepared tests and examinations, standardized tests, observations of the pupil in practice situations in and around the school, hypothetical practice situations for testing understandings of health knowledge and the ability to apply it wisely. Group discussions are sometimes an effective technique in evaluating group progress.

It is important that health knowledge be provided in desirable quantity and quality and that the facts and understandings be evaluated. Without this, desirable health behavior is not to be expected.

THE TEACHER'S SELF-EVALUATION

Self-evaluation in teaching is essential when it is realized that the curriculum depends upon what happens when the teacher actually works with children in the classroom. Specific lessons can be evaluated by reference to a set of criteria such as suggested below:

1. Did I plan adequately?
2. To what extent did I realize the objectives of this lesson?
3. Was the material I used suitable for this grade level?
4. Was there sustained pupil interest?
5. Was there active participation?
6. Did I recognize individual needs of pupils?
7. Were pupils challenged to think?
8. Were they given time to think?

AUDIO-VISUAL AIDS

There are many audio-visual aids available to assist in the teaching of health. They include filmstrips, moving pictures, still pictures, diagrams and models. They can be used to assist but never replace the teacher. They will contribute as the teacher explains them, as the pupils examine and discuss them and as they encourage further study. Audio-visual material should be chosen carefully as should any instructional aid. They need to be evaluated regularly in terms of what they are expected to accomplish.

The selection of audio-visual materials should be made with due regard for such factors as purpose, attractiveness, accuracy, use and cost. Materials should be applicable to the health program. Once they have been acquired they must be taught, not merely displayed. It is preferable to use them in the regular classroom situation as an integral part of teaching procedures. If used to excess much of their effectiveness is lost.

The following steps in using audio-visual aids should improve their effectiveness:

1. Select the material on the basis of a real need.
2. The teacher should become thoroughly familiar with the material. It should always be previewed at least once.
3. Make certain the children know what questions the material is expected to answer. It is essential that the children be prepared for what they will see.
4. Use the material as it seems to best meet the needs of your class.
5. Have a definite follow-up. Most of the possible value is lost if this is not done.
6. Re-teach the material if pupils seem to have a need for it.
7. Evaluate the effectiveness of the material.

TEXTS

Grade VII —*Health For Young Canadians*, Hastie, Simonson, Doherty

Grade VIII —*Health And Fitness For Canadian Youth*, Hastie, Simonson and Doherty

Grade IX —*Building Health*, Williams

SECONDARY REFERENCES

H.F.C.Y. —*Health And Fitness For Canadian Youth*, Hastie, Simonson, Doherty (Selected chapters of Grade VIII text suitable for Grade IX)

H.F.M.L. —*Health And Fitness For Modern Living*, Fait

Y.H.S. —*Your Health And Safety*, Lawrence, Clemensen, Burnett

H.S.Y. —*Health And Safety For You*, Diehl and Layton Vaughn

H.L. —*Health For Life*, Gallagher, Goldberger, Hallock

ADDITIONAL REFERENCES

FIRST AID TO THE INJURED—St. John's Ambulance

Health Observations Of School Children, Wheatley and Hallock (Teacher's Reference)

Health And Safety For High School Students, Leader, Miller, Robinson, O'Keefe, Maxwell: Holt, Rinehart and Winston

Good Health Today, Phair and Speirs: Ginn and Co.

Modern Health, Otto, Julian, Tether: Henry Holt & Co., New York

Nutrition, Mary C. Hiltz: Macmillan Co. of Canada Ltd., Toronto

Wonders Of The Human Body, Anthony Ravielle: Macmillan Co. of Canada, Toronto

The Canada Year Book, Queen's Printer, Ottawa

Viruses And The Nature Of Life, Stanley and Valens: E. P. Dutton & Co. Ltd., New York

Our Car And Safety Education, School Book Branch, Department of Education

Mankind Against The Killers, James Hemming: Longmans Canada, Ltd.

Miracle Drugs And The New Age Of Medicine, Fred Runfeld: Sterling Publishing Company, Ltd.

All About Great Medical Discoveries, David Dietz: Random House

The Cure Searchers, Braithwaite: Ryerson

The Doctors Who Conquered Yellow Fever, Ralph N. Hill: E. M. Hale & Co.
Milestones Of Medicine, Ruth Fox: Random House
Great Moments In Medicine, L. F. Ludovici: Ray Publishers, New York
The Story Behind Great Medical Discoveries, Elizabeth R. Montgomery: Dodd, Mead & Co. New York

1964 - 1966 ANNOTATED GUIDE TO HEALTH INSTRUCTION MATERIALS IN CANADA

School Health Committee of the
Canadian Health Education Specialists Society
87 p., 1964. $1.00

The School Health Committee of the Canadian Health Education Specialists Society announces the publication of the **1964 Guide to Health Instruction Materials in Canada.**

Prepared with the classroom teacher in mind, this Guide to free and inexpensive health education materials in Canada is the first of its kind ever to be published in this country.

Under one cover, the Guide lists over six hundred English and French leaflets, booklets, charts and posters available to teachers from various governmental, voluntary and professional organizations and commercial companies.

An extensive study of provincial health curricula served as the basis for determining the subject areas included in this Guide. All materials listed in the Guide have been subdivided into three main categories dealing with physical, mental and social aspects of health. Their inclusion in the Guide was based on criteria related to scientific accuracy, readability, applicability to Canadian practices, availability and cost.

This Guide will be of special interest to health and science teachers, school librarians, public health nurses, dentists, sanitarians, social workers and program conveners in voluntary and civic organizations as it contains the most comprehensive listing of extra-curricular materials on various aspects of health ever published in Canada.

Publication of this Guide was made possible through financial assistance of the Canadian Tuberculosis Association, the Canadian Junior Red Cross and the Metropolitan Life Insurance Company.

ADDITIONAL TEACHER'S REFERENCES FOR HEALTH EDUCATION

Schnieder, Robert E., *Methods and Materials of Health Education*, Publisher: W. B. Saunders, 1964

Classroom Aids for Teachers, 1964, Curriculum Branch, Department of Education

PERIODICALS:

Children, $1.25 per year. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

Health, $1.00 per year. Health League of Canada, 111 Avenue Road, Toronto

Today's Health, $3.00 per year. American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois

The Journal of School Health, $4.00 per year. American School Health Association, c/o Dr. A. D. Weese, 515 East Main Street, Kent, Ohio

CODING

Content material in the course of studies is coded to text and secondary references as shown above under Secondary References.

ASC — refers to Alberta Safety Council, Alberta Block, Edmonton, Alberta

DE — refers to Department of Education, Edmonton, Alberta

DPH — refers to Department of Public Health Publications

PHT — Sound Films
PHQ — Silent Films
PHF — Filmstrips

Health Education Services, Department of Public Health
Administration Bldg., Edmonton, Alberta

T — Sound Films
Q — Silent Films
K — Indicates color (Tk-12 or Qk-64)
P — Filmstrip (P-14 or Pk-26)

Audio-Visual Services, Department of Education
Administration Bldg., Edmonton, Alberta

COURSE OUTLINES

Scope and Sequence Chart

Units for Grade VII

1. Looking Ahead
2. Living Safety
3. You From the Outside
4. Looking Inside—The Eyes and Ears
5. Your Framework and Power Plant

Units for Grade VIII

1. Understanding Growth
2. Safety At Work and Play
3. Nourishing Your Growing Body
4. Body Machines for Utilizing Foods
5. Progress Against Disease

Units for Grade IX

1. The Respiratory System—Man's Air Conditioner
2. The Circulatory System
3. The Nervous System
4. The Endocrine System—A Regulator
5. Safety on Wheels
6. Group Action for Health

TEACHER'S NOTES:

HEALTH — Grade VII

Unit I
GRADE VII

Looking Ahead

Suggested Time: 3 - 5 *Weeks*

Introduction

The student through study should acquire the understanding that both physical and emotional changes accompany growth. He should develop an attitude of acceptance of change and a recognition of variation in individual problems.

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Pp. 2-8

Additional References:
Health And Safety For You, Ch. 2
Health For Life, Ch. 2
Help Yourself to Health—Metropolitan Life Insurance

Films:

PHT—305, *You're Growing Up*

Filmstrips:

PHF—85, *Health Adventure Series*
PH—3345, *Introducing Cells*
PH—2667, *Kinds of Cells*
PH—3541, *Physical Environment*

II. Text: HEALTH FOR YOUNG CANADIANS

Pp. 9-11

Additional References:

Health And Safety For You, Ch. 2
Health For Life, Ch. 2-5

Films:

T—713, *Act Your Age*
T—738. *Control Your Emotions*
T—843, *Understanding Your Emotions*

Content

I. GROWTH

A. What is Growth?

B. What is Development?

C. What is Environment?

II. VARIATIONS IN GROWTH AND DEVELOPMENT

A. Physical

B. Emotional

C. Mental

D. Social

Understandings and Suggested Activities	Teacher's Notes
GROWTH IN PART IMPLIES CHANGES IN SIZE AND PROPORTION. Discussion of cell division. Show by diagrams how different organisms grow, e.g. annual rings in trees. DEVELOPMENT IS DIRECTION IN WHICH GROWTH TAKES PLACE. Have a number of pupils of the same age stand up. Note the difference in development. Illustrate differences in graph form. Plant two cucumber seeds and follow their development. ENVIRONMENT HERE REFERS TO THE TOTAL FORCES WHICH AFFECT GROWTH AND DEVELOPMENT. Discuss the effects of food, clothing, rest, exercise, etc. on growth. DEVELOPMENT IN THESE AREAS TOWARD MATURITY WILL VARY FROM PERSON TO PERSON AND WITHIN THE INDIVIDUAL. The student's acceptance of these variations in development should be encouraged. Variation in an aspect of physical development, i.e., strength can be illustrated by having a group of students do push-ups. Have students evaluate their growth and development through use of check lists, "Measuring Up" and "As Others See You."	

Unit I

GRADE VII

Looking Ahead

Sources of Information

III. Text: HEALTH FOR YOUNG CANADIANS

Pp. 12-16

Additional References:

Health And Fitness For Modern Living, Ch. 9
Health And Safety For You, Ch. 22
Health For You, Ch. 2-5

5BX *Plan for Physical Fitness*
Queen's Printer, Ottawa
XBX *Plan for Physical Fitness*
Queen's Printer, Ottawa

Film:

T-394, 5BX *Plan for Physical Fitness*

Filmstrips:

P-913, *Your Posture: Good or Bad*

Content

III. FITNESS

A. What is fitness?

B. Fitness for what?

C. How does fitness affect you?

What causes a runner to become winded?

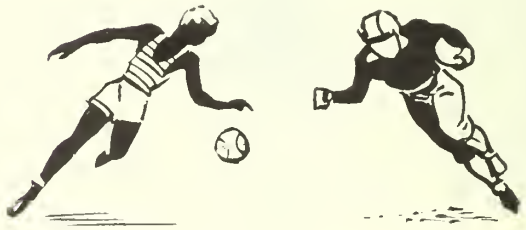
IV. TO SMOKE OR NOT TO SMOKE

A. What is Tobacco?

1. Nicotine
2. Carbon Monoxide
3. Tars
4. Resins.

B. How Does Smoking Affect the Body?

1. Nausea during early experiences
2. Increase heart beat and blood pressure
3. Shortens breath
4. Irritating to mucous membranes
5. Irritating to digestive disorders
6. A definite cause of lung cancer
7. Reduction of life span.



Understandings and Suggested Activities	Teacher's Notes
FITNESS IS THAT STATE OF PHYSICAL, SPIRITUAL, SOCIAL, MENTAL AND EMOTIONAL WELL BEING WHICH ALLOWS THE INDIVIDUAL TO COPE ADEQUATELY WITH SITUATIONS IN WHICH HE FINDS HIMSELF.	
THE STUDENT SHOULD DEVELOP AN ATTITUDE OF AWARENESS OF THE IMPORTANCE OF FITNESS TO DAILY LIFE AND TO FUTURE HAPPINESS.	
Have the student write out specific suggestions for the improvement of his own activity program.	
Divide class into pairs. Take pulse (1) while at rest, (2) after running on the spot for 30 seconds and (3) one minute after completing the run.	
THE FIT PERSON'S PULSE RATE WILL RETURN TO NORMAL MORE QUICKLY THAN THAT OF A LESS FIT PERSON, (i.e. PULSE READINGS (3) AND (1) SHOULD BE CLOSE).	
THROUGH STUDYING THE EVIDENCE ON THE HAZARDS OF SMOKING THE STUDENT SHOULD BE ENCOURAGED TO MAKE THE WISE DECISION NOT TO SMOKE.	
Study the history of tobacco and smoking.	
Provide data on the harmful components of tobacco smoke.	
Assign student reports for oral and written presentation on the effects of smoking on the body.	

Unit I

GRADE VII

Looking Ahead

Sources of Information

IV. Text: HEALTH FOR YOUNG CANADIANS

Pp. 36-45

Additional References:

Health & Fitness For You, Ch. 16
Your Health And Safety, Ch. 18
Health And Safety For You, Ch. 12
Health For Life, Ch. 29

Cigarettes and Health, McGready (220A—Public Affairs Pamphlets) 22E—38 St. New York 16, N.Y.
DPH—*Answering the Most-Often Asked Questions About Cancer and Health*
DPH—*Cigarette Smoking and Cancer*
DPH—*Smoking and Health*

Cancer Society—To Smoke or Not To Smoke (films and recording)

Films:

PHT—318, *One in* 20,000

Content

C. Why Do People Smoke?

1. To go along with the crowd
2. To feel grown up
3. To show independence
4. For enjoyment
5. To follow a parent's example
6. To relieve nervous tension
7. As a result of the influence of advertising.

D. Why People Should Not Smoke

1. Effects on the body
2. Smoking is habit forming
3. It is expensive
4. It is time consuming
5. Smoking hinders athletic performance
6. Smoking affects appearance
7. Smoking is a fire hazard
8. Smokers sometimes fail to respect rights of non-smokers.

E. To Smoke or Not to Smoke

1. Research indicates that smoking is a dangerous habit
2. Many doctors recommend that you do not smoke
3. Bad habits are easy to develop and difficult to break. (Stop before you start)
4. Base your decisions on all the facts.

Understandings and Suggested Activities	Teacher's Notes
IT IS IMPORTANT TO ACQUIRE THE NECESSARY KNOWLEDGE TO LOOK OBJECTIVELY AT THE REASONS FOR SMOKING. Some students might prepare a bulletin board display of magazines, radio and TV tobacco advertisements. Other students could conduct a local student survey on the frequency of smoking and the reasons for it. Set up a cost of smoking problem on the blackboard and have the class find the solution. Have some students prepare a pictorial display on reasons for not smoking. These could be placed anywhere in the school. A teacher-directed panel or debate to summarize the panel or unit would be helpful to develop attitudes and the necessary conclusions which should include the items in the content under E.	

Unit II

GRADE VII

LIVING SAFELY

Suggested Time: 4 - 6 *Weeks*

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Pp. 94-106; 111-115

Additional References:

Health And Fitness For Modern Living, Ch. 21
Your Health And Safety, Ch. 30
Health And Safety For You, Ch. 26
Health For Life, Ch. 30
St. John Ambulance—*First Aid to the Injured*

Films:

DPH—*Your Family's Safety*
DPH—*Keep Them Safe*
DPH—*Keep Your Home Free From Poisonings*
PHT 67—*Safety in the Home* 77
PHT 14—*Fire Safety is Your Problem*
PHT 281—*One Day's Poison*

Filmstrips:

PHF 72—*Safety in the Home*

Alberta Safety Council, Alberta Bldg., Edmonton, Alberta

Kits of Pamphlets

Baby Sitters' Courses
A. B. C. of Baby Sitting
What's Your Safety I.Q.

Content

I. SAFETY AT HOME

A. Causes of Accidents

1. Is age a factor?
   (a) Statistics.
2. Is behaviour a factor?
   (a) Lack of Control
   (b) Nervous Tension
   (c) Unnecessary Haste
   (d) Thoughtlessness
   (e) Fatigue
   (f) Carelessness.

B. Types of Accidents

1. Falls cause many injuries.
   (a) Stairways are hazardous
   (b) Waxed floors are dangerous
   (c) Always use a stepladder
   (d) Spilled liquids invite falls
   (e) Arrangement of furniture
   (f) Dangers in bathrooms
   (g) Slippery sidewalks
   (h) Toys and bikes lying around.
2. Fires and Burns
   (a) Common Causes
      i. smoking
      ii. poor housekeeping
      iii. home drycleaning
      iv. appliances
      v. faulty wiring
      vi. paint containers

Understandings and Suggested Activities	Teacher's Notes
HOME ACCIDENTS ARE A CAUSE OF DEATH AND INJURY THAT WE CAN DO SOMETHING ABOUT, BOTH INDIVIDUALLY AND COLLECTIVELY. Have student committees report on the incidence and causes of home accidents; the losses involved, and effective methods of controlling or avoiding home hazards. Graph representation could be used here. Assign a committee to report on the number of accidents that occur at each age level. Use the most recent available statistics. Through group discussion prepare a set of standards which will aid in the prevention of home accidents. List the members of your family. Make a chart showing where they are at various times of the day and what they may be doing. What are some of the safety problems they meet? Where are the dangerous places in your home? How can they be made safe? Discuss why some people seem more accident-prone than others. The teacher should lead the class to understand the factors in behaviour that contribute to accident-proneness. ACCIDENTS ARE THE LEADING CAUSE OF DEATH IN THE 1-14 YEAR AGE GROUP. HOME ACCIDENTS ACCOUNT FOR MORE THAN TWO-FIFTHS OF ALL SUCH ACCIDENTS. The class should be led to appreciate the great cost and loss of time due to accidents. Students might examine the age groups that are most likely to be subject to falls. They could analyze the types of falls and the common resulting injuries. Make posters illustrating safety rules in the home. Let the class vote on which tells its story best which is most attractive, and which is most unusual. Arrange a display in a prominent area of school. The class might make a survey of the common causes of fires. In their survey they could suggest methods of eliminating fires around the home. In urban areas the class might make a safety map of the neighborhood showing fire alarms, and water hydrants. Discuss the procedure that should be followed in the event of fire in the home. List useful fire-fighting equipment that might be kept in the home.	

Unit II

GRADE VII

LIVING SAFELY

Sources of Information

See Fire Prevention Education (Department of Education)

Department of Extension, University of Alberta, Edmonton

Films:

Stop the Fire Thief
I'm No Fan With Fires
One Day's Poison

II. Text: HEALTH FOR YOUNG CANADIANS

Pp. 116-125

Additional References:

Your Health And Safety, Ch. 29
Health For Life, Ch. 30

Films:

PHT 258—*Bicycle Safety*
PHT 11—*I'm no Fool with a Bicycle*
PHT 294—*I'm no Fool as a Pedestrian*
T 813—*Case of Tommy Tucker*
PHT 286—*You Can't Stop on a Dime*
T1323—*Safety on our School Bus*

Filmstrips:

PH 2832—*School Bus Safety*
PH 2831—*Safety on the Bicycle*
PH 1600—*Safety in the Street*

Content

(b) Prevention
(c) Behaviour in a fire
  i. when clothing is on fire
  ii. when escaping from a building
(d) Fire-fighting equipment
(e) First-aid
  i. treatment of burns
  ii. treatment of suffocation
  iii. treatment for the possibility of shock.

3. Poisons
(a) Causes
  i. medicine chest
  ii. garden insecticides and fungicides
  iii. location of medicine chest and garden supplies
  iv. first aid procedures.

C. Children Must be Protected

1. Hazardous materials must be kept out of reach
2. Safe toys.

D. Safety Tips for Baby-sitters

1. Points to remember
2. Safety precautions.

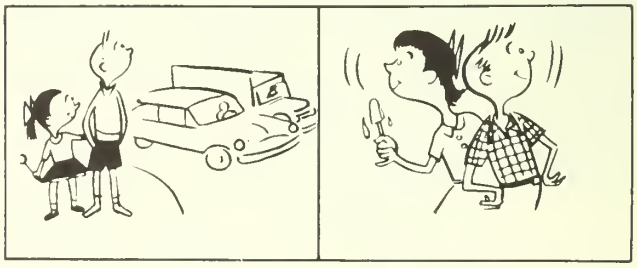
II. SAFETY TO AND FROM SCHOOL

A. Pedestrian Safety

1. Age is important
2. Know the weaknesses of the motorist
3. Cross at intersections
4. Danger of parked cars
5. Walking on highways
6. Hitch-hiking
7. Bumper-riding
8. Playing on street.

B. Bicycle Safety

1. How safe is bike riding?
(a) Accident statistics
2. What are safe riding habits?
3. Do you know the traffic rules?



Wait until the street is clear before crossing.

And always look left, then right, then left again.

Understandings and Suggested Activities	Teacher's Notes

If possible arrange for a talk and demonstration by a fire department official to show different kinds of fire-fighting equipment, especially the inspection, maintenance, and use of fire extinguishers and the inspection procedures for hazardous materials in the home and school.

Discuss the need for examining medicine bottles and insecticides for poison warnings. The teacher should point out the dangers from overdoses of medicine.

List the contents of an adequate medicine chest.

The class should become familiar with the basic rules for administering first aid to victims of poisoning. As an example, milk in quantity, raw whites of egg or strong tea is a good treatment if poison cannot be identified.

Have each student submit one or more original safety slogans. Posters utilizing ideas in the slogans could be made for display throughout the school.

STUDENTS SHOULD UNDERSTAND THEIR RESPONSIBILITIES WHEN THEY ARE CARING FOR YOUNG CHILDREN IN THE ABSENCE OF THEIR PARENTS.

A panel consisting of a parent and students could discuss "The Role of the Baby-Sitter".

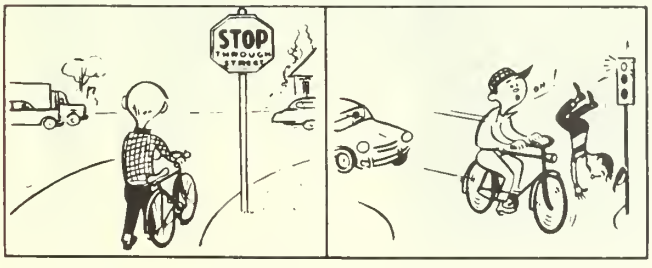
THE NEED TO DEVELOP SELF-CONTROL WITH RESPECT TO ALL DAILY ACTIVITIES IN BOTH WORK AND PLAY MUST BE APPRECIATED AND UNDERSTOOD.

Invite a police official to give a talk on pedestrian safety.

Have the class observe the actions of pedestrians whenever possible; have them keep a record of violations noted and classify them where possible as to number and type. Which violations are most numerous? Which result in accidents most frequently?

THE STUDENT SHOULD UNDERSTAND THE IMPORTANCE OF GOOD RIDING HABITS.

Develop a safety check list for bicycle owners. This could be used by the students in preparing their bikes for use in the spring.



Always obey traffic signs and signals.

Riding two on a bicycle causes accidents.

Unit III
GRADE VII

YOU FROM THE OUTSIDE

Suggested Time: 7 - 9 *Weeks*

Introduction

As an outcome of this unit the student should acquire the understanding that good appearance creates good impressions.

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Pp. 12-16

Additional References:

Health & Fitness For Modern Living Ch. 13
Your Health & Safety, Ch. 11
Health & Safety For You, Ch. 22
Health For Life, Ch. 23

Films:

T1266—*Posture and Exercise*
T 559—*Posture Habits*

II. Text: HEALTH FOR YOUNG CANADIANS

Pp. 17-24; 106-111

Additional References:

H.F.M.L., Ch. 11
Y.H.S., Ch. 13
H.S.Y., Ch. 13
H.L., Ch. 8 and 9

DPH—*Help Yourself to Health*
DPH—*First Aid Kit*
DPH—*Emergency First Aid*
DPH—*Your Family's Safety*

Content

I. POSTURE—A TELLING SIGN

A. Characteristics

1. Sitting
2. Standing
3. Walking
4. Running
5. Stepping
6. Lifting
7. Climbing Stairs.

B. Effects of Good Posture

1. On others
2. On health
3. On appearance.

C. Corrective Procedures

1. Wall test
2. Abdominal Builders
3. Shoulder Exercises
4. Foot Exercises
5. Book on head.

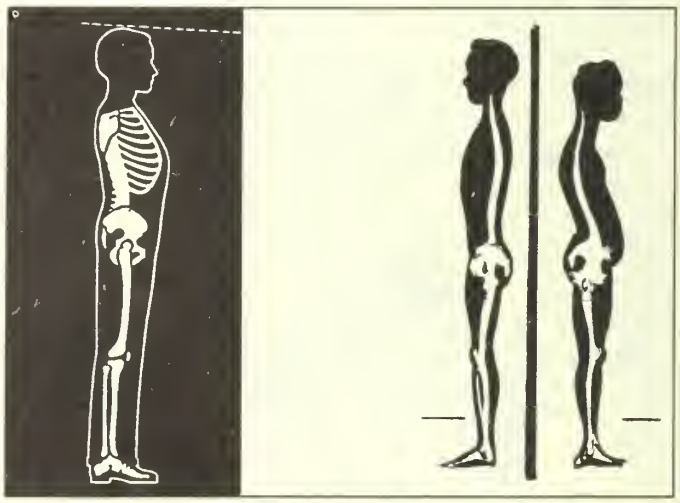
II. SKIN AND COMPLEXION

A. Functional—what your skin does for you

1. Protective covering
2. Body regulator
3. Sensory agent
4. Eliminates waste.

B. Structure

1. Epidermis
2. Dermis
3. Fat cells
4. Sweat glands
5. Hair follicles.



Understandings and Suggested Activities	Teacher's Notes

GOOD POSTURE CREATES AN IMPRESSION OF CONFIDENCE, GOOD HEALTH AND ALERTNESS.

Student demonstration or screening against a mirror will make the students more posture conscious.

Have students collect illustrations of people which demonstrate desirable and undesirable posture habits.

Assign essay on the importance of good posture.

Have student artists draw posture cartoons.

POOR POSTURE CAN RESULT FROM POOR HABITS. BE POSTURE CONSCIOUS AS HABITS ARE HARD TO BREAK.

Wall tests—stand against wall and insert back of the hand to the small of the back. The palm should nearly touch wall to indicate good posture.

Have the students do sit-ups as a test of abdominal strength.

Hold towel in both hands in front of you. Pull it overhead and stretch it down behind you.

Pick up pencils, marbles with the toes to strengthen the arch.

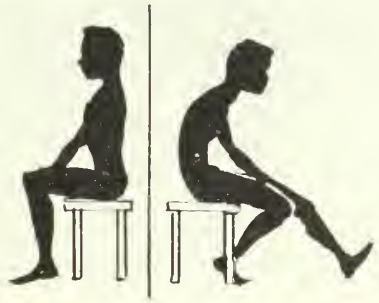
Place book on head and with body in proper alignment, walk across the room.

THE SKIN IS COMPOSED OF SENSITIVE CELLS WHICH REQUIRE GOOD CARE.

Examination of one's skin will aid discussing this section.

Study the diagram in text (4).

Where available, make use of microscopic slides.



Unit III

GRADE VII

YOU FROM THE OUTSIDE

Sources of Information

Films:

PHT 48—*Keeping Clean and Neat*
PHT 224—*First Aid on the Spot*
T 931—*First Aid Fundamentals*

Filmstrips:

PHF 73—*Care & Personal Appearance Series*
PHF 75—*First Aid Series*

Content

C. Skin Care for Good Complexion

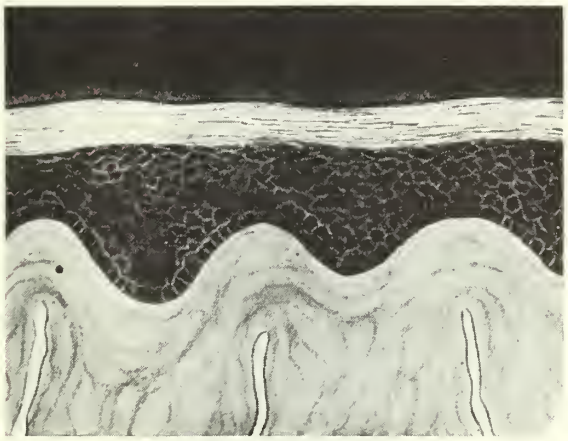
1. Proper diet—General Food Guide
2. Sleep
3. Cleanliness
4. Exercise
5. Fresh air
6. Regular elimination.

D. Common Skin Problems

1. Acne
2. Fungus infections
3. Allergies.

E. First Aid to the Skin

1. Burns
2. Scalds
3. Stings
4. Cuts
5. Bruises
6. Sunburn
7. Frostbite.

Understandings and Suggested Activities	Teacher's Notes
GOOD COMPLEXION DEPENDS ON WHAT YOU DO TO AND FOR YOUR SKIN. Plan a well-balanced diet for one day. Plan a class bulletin board display, illustrating proper and improper skin care. Note the inaccuracies and fallacies of current cosmetic aids. SKIN DISORDERS IN ADOLESCENCE SHOULD NOT BE NECESSARILY VIEWED AS PASSING PROBLEMS. THEY OFTEN REQUIRE FIRST AID AND/OR MEDICAL TREATMENT. Discussion of skin problems should be kept on an impersonal basis. Have pupils report on various diseases of the skin. STUDENTS SHOULD UNDERSTAND THE IMPORTANCE OF PROPER CARE AND TREATMENT OF INJURIES TO THE SKIN. A group of students could report on causes and prevention of specified injuries to the skin and demonstrate suitable first aid procedures. An attempt to make the situation as realistic as possible is essential for meaningful learning. 	

Unit III

GRADE VII

YOU FROM THE OUTSIDE

Sources of Information

III. Text: HEALTH FOR YOUNG CANADIANS

Pp. 26-35

Additional References:

H.F.M.L., Ch. 6
Y.H.S., Ch. 13
H.S.Y., Ch. 14
H.L., Ch. 10

DPH—*Crooked Faces*
DPH—*Effective Methods for Prevention of Tooth Decay*
DPH—*Dental Health Materials*
DPH—*How to Brush Your Teeth*
DPH—*For Smiles That Last*
DPH—*Teen-agers Tooth Test*
DPH—*Good Habits for Good Teeth*

Films:

T 275—*Our Teeth*
T 394—*Your Teeth*
TK 1003—*Gateway to Health*
PHT 310—*Danny's Dental Care*
PHT 334—*Laurie Learns A Secret*
PHT 304—*Science Fights Tooth Decay*
PHT 73—*Something to Chew On*

Filmstrips:

PH 3537—*Your Teeth and Their Care*
PH 3881—*The Teeth*

Content

III. TEETH

A. Function

1. Aid to digestion
2. Relation to appearance, smile, speech, singing, facial contour.

B. Structure

1. Formation of teeth
2. Development.

C. Decays and Disorders

1. Caries
2. Abscess
3. Malocclution
4. Loss of teeth
5. Gum and supporting bone disorders.

D. Care of the Teeth

1. Cleanliness
   (a) choice of dentifrice
   (b) proper cleansing
   (c) effect of tobacco on appearance of teeth.
2. The effect of foods
   (a) proper diet—See Canada Food Guide
   (b) acid-producing foods and drinks.
3. Dental check-ups
   (a) frequency
   (b) specialist care—orthodontist, peridontist.

Understandings and Suggested Activities	Teacher's Notes
GOOD HEALTH HABITS ARE ESSENTIAL FOR THE GROWTH AND PRESERVATION OF TEETH. The aim here is to reinforce and expand materials presented in elementary grades. Pamphlet "Teen-agers Teeth Test" may serve as a knowledge survey—the results of which should assess the amount of time to be spent in each area. Resource personnel such as the school nurse or a Dental Health Officer could be brought in to discuss dental health in general and to make the students aware of the frequencies of tooth decay or disorders. Have students bring toothpaste advertisements or cartons to examine content of the various products. Conduct a class survey to determine brushing habits and types of dentifrice used. A review of Canada's Food Guide will show that soft drinks and gum are not included. The film "Gateway to Health" will clarify the reasons why acid-forming foods are harmful. STUDENTS SHOULD DEVELOP AN APPRECIATION FOR THE IMPORTANCE OF HAVING SEMI-ANNUAL DENTAL CHECK-UPS. Statistics regarding the effects of fluorides on the prevention of tooth decay should be presented. 	

Unit III

GRADE VII

YOU FROM THE OUTSIDE

Sources of Information

IV. Text: HEALTH FOR YOUNG CANADIANS

Pp. 24-36

Additional Information:

H.F.M.L., Chs. 11-13
Y.H.S., Ch. 13
H.S.Y., Ch. 13
H.L., Chs. 8 and 9
As Others See Me Measuring Up
Milk Foundation of Alberta

Films:

T 546—*Body Care & Grooming*
T 738—*Control Your Emotions*
T 759—*Care of Hair & Nails*
PHT 48—*Keeping Clean & Neat*
PHT 165—*Personal Hygiene for Boys*
PHT 166—*Personal Hygiene for Girls*
PHT 172—*Your Cleanliness*
PHT 268—*Good Grooming for Girls*

Filmstrips:

P2656—*Care of Hair and Nails*
P2657—*Care of the Skin*
PHF 120—*Keeping Ourselves Healthy*

Content

IV. GROOMING

A. Hair

1. Daily care
   (a) brushing and cleanliness
   (b) prevention of dandruff.
2. Hair styles and fads

B. Nails

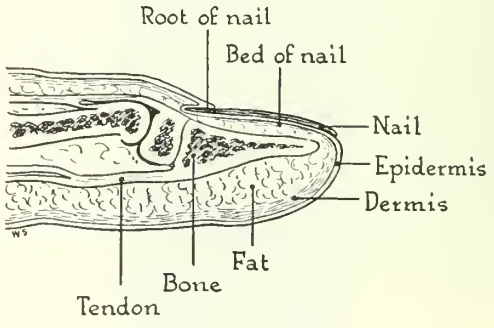
1. Daily care
   (a) cleanliness
   (b) cuticles
   (c) proper method of cutting.
2. Polishes

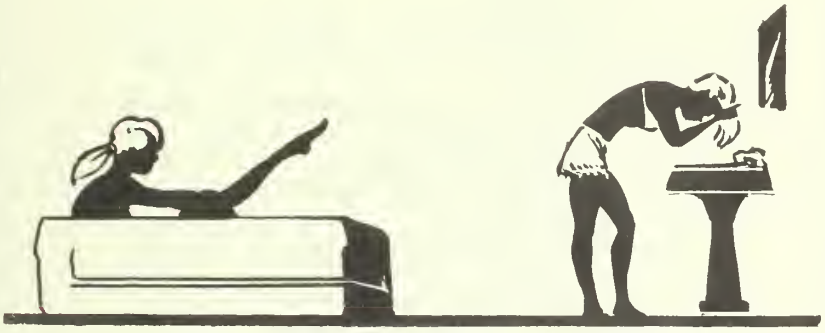
C. Skin

1. Use of cosmetics and deodorants

D. Clothes

1. Appropriate dress for
   (a) outdoor
   (b) school
   (c) physical education
   (d) special occasions.
2. Clothes fads



Understandings and Suggested Activities	Teacher's Notes
GOOD GROOMING IS NECESSARY FOR AN ATTRACTIVE APPEARANCE. Complete check-lists in "As Others See Me" (girls) or "Measuring-up" (boys). Have students prepare a bulletin-board display on material related to good grooming.  The discussion in relation to grooming should re-emphasize the importance of posture. 	

Unit IV

GRADE VII

LOOKING INSIDE

THE EYES AND THE EARS

Suggested Time: 3 - 5 *Weeks*

Introduction

As an outcome of the work of this unit, students should acquire an appreciation of the senses of seeing and hearing.

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Pp. 48-58

Additional References:

H.F.M.L., Ch. 7
Y.H.S., Ch. 16
H.S.Y., Ch. 16
H.L., Ch. 17

Films:

PHT 135—*Hold Back the Night*
T 9—*The Eyes and Their Care*
T 310—*How the Eye Functions*
PHT 62—*Your Eyes* (B & W, 9m.)
PHT 86—*Eyes Bright* (Color, 10m.)
PHT1010—*Your Children's Eyes* (B & W, 19m.)
PHT1019—*Eyes for Tomorrow* (B & W, 18m.)

Filmstrips:

Pk 3538—*Your Eyes at Work*
P 1063—*Eyes and Their Care*
Pk 3154—*You and Your Eyes*
PHF 51—*The Eyes and Their Care*
PHF 85—Health Adventure Series (*Your Eyes at Work*)

Other Materials:

"*Plastic Model of the Eye*"
Health Education Services
Department of Public Health
Room 308, Administration Building
Edmonton, Alberta

DPH Publications:
Into the Shadows
Sharp Eyes for Teenagers

Content

I. THE ORGAN OF SIGHT

A. Structure

1. Eye-lid, cornea
2. Pupil
3. Lens
4. Schlera
5. Choroid
6. Retina
7. Optic nerve.

B. Function

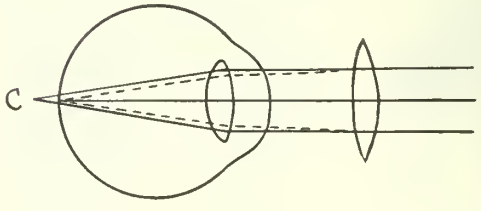
1. Your focusing mechanism
   (a) refraction
   (b) accommodation
2. Seeing in three dimensions (steroscopic vision).

C. Causes of defective vision

1. Defects in eye structure
   (a) nearsightedness
   (b) farsightedness
   (c) astigmatism
   (d) cataract
   (e) glaucoma
   (f) color blindness
   (g) muscular defects.
2. Infections and injuries
   (a) sties
   (b) pink eye
   (c) rubbing eyes
   (d) horseplay
   (e) rifles
   (f) improper use of tools
   (g) acid and poisons.

D. Care of the eyes

1. Eye strain
2. Eye examinations
   (a) oculist
   (b) optometrist
   (c) optician.
3. Care of glasses
4. Contact lenses
5. Corneal transplants.



Understandings and Suggested Activities	Teacher's Notes
STUDENTS SHOULD GAIN A BASIC UNDERSTANDING OF HOW THEIR EYES WORK AND HOW TO USE AND PROTECT THEIR EYES IN DAILY LIVING. Diagram the structure of the eye. Compare its structure and function to that of the box camera. If possible, secure the eye of a pig or cow for classroom study. THE CILIARY OR ACCOMMODATION MUSCLES MUST WORK CONTINUOUSLY TO KEEP IMAGES IN FOCUS. Have students observe one another as the eye first focuses on far objects and then on ones close at hand. BECAUSE THE EYES OF A HUMAN BEING ARE SET SLIGHTLY APART, EACH SEES THINGS FROM SLIGHTLY DIFFERENT ANGLES. To illustrate the importance of having two eyes for the perception of depth have students extend both arms fully in front of them. Point the two index fingers inward. Close one eye and try to touch the tips of the two fingers together. Have some of the students with minor eye defects (farsightedness, etc.) explain the nature of their disabilities. Line drawings of focus points will illustrate the difference between normal and defective vision (p. 40 #7). These topics should be correlated where possible with those under "Care of the Eyes". Have students prepare a bulletin board display illustrating (a) the common hazards to the eye, (b) safety practices and methods of sight conservation. Have a student committee ask a local doctor for information regarding the frequency of eye injuries. Use of the Snellen Eye Chart could be explained by the school nurse. What is the importance of seeking qualified advice and having regular eye examinations? Acquaint the students with the work of Leeuwenhoek. Medical advances in relation to the eye and preservation of sight.	

Unit IV

GRADE VII

LOOKING INSIDE

THE EYES AND THE EARS

Sources of Information

DPH Posters:
Eye, Eye, Sir!
Take Care of Your Eyes

II. Text: HEALTH FOR YOUNG CANADIANS

Pp. 59-64

Additional References:

H.F.M.L., Ch. 8
Y.H.S., Ch. 16
H.S.Y., Ch. 16
H.L., Ch. 18

Films:

PHT 36—*How the Ear Functions* (B & W, 12m.)
PHT 61—*Your Ears* (B & W, 10m.)
PHT1031—*Your Children's Ears* (B & W, 15m.)
PHT 100—*The Ears and Hearing* (B & W, 10m.)

Filmstrips:

Pk 3539—*Your Ears at Work*
P 1419—*Ears and Hearing*
Pk 3155—*You and Your Ears*
PHF 85—*How Your Ears Work*
PHF 74—*Ears and Hearing*

Other Materials:

"*Plastic Model of the Ear*"
Health Education Services
Department of Public Health
Room 308, Administration Building
Edmonton, Alberta

Content

E. The Blind and Visually Handicapped

1. Educating the blind
2. Educational services for visually-handicapped children.

F. Telltale Eyes

1. A well person's eyes
2. A sick person's eyes
3. Eyes and clothing.

II. THE ORGAN OF HEARING

A. Structure

1. Outer ear
2. Middle ear
3. Inner ear.

B. Function

1. The path of sound
2. Keeping your balance.

C. How well do you hear?

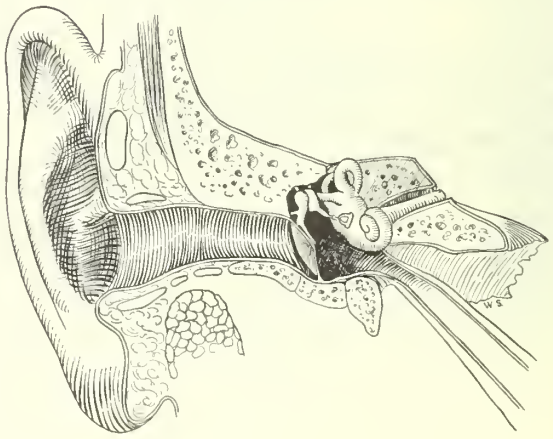
1. Tests in hearing
   (a) watch test
   (b) whisper test
   (c) audio test.
2. Otologist

D. What causes defective hearing?

1. Infections
2. Blocking of ear canal
3. Aging
4. Diseases
5. Inheritance
6. Injuries
7. First aid.

E. The deaf and hard-of-hearing

1. Hearing aids
2. Educating the deaf.



Understandings and Suggested Activities	Teacher's Notes

Students should inquire into what services are provided in their community, provincial and federal to aid the blind and visually handicapped.

The objectives of White Cane Week should be stressed.

Read and report on the life and work of Helen Keller.

Discuss the following statement: "The eye has been referred to as the mirror of the soul. It twinkles with good nature, sparkles with joy, softens with love, hardens with anger, stares with fright and clouds with despair."

STUDENTS SHOULD UNDERSTAND AND APPRECIATE THE NEED FOR PROPER CARE OF THE HEARING MECHANISM.

With the aid of a model or diagrams, study the main parts of the ear.

Explain how sound waves are transmitted from source to brain. Mention the function of the semi-circular canals in helping the body to maintain balance.

Discuss how a figure skater maintains balance during a series of spins.

Have school nurse conduct a demonstration of the watch and whisper tests.

THE RANGE OF HEARING VARIES FROM ONE ANIMAL TO ANOTHER.

Compare a dog's or a bat's hearing to that of a human.

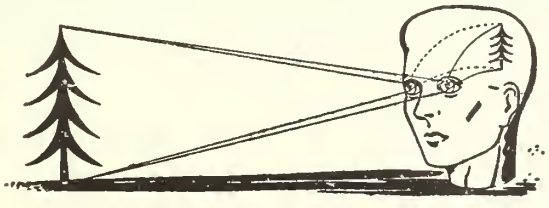
Assign student reports to cover each cause of defective hearing.

Stress the dangers of self-medication.

A DISCUSSION OF RECENT DESIGNS OF HEARING AIDS SHOULD LEAD THE STUDENT TO AN ACCEPTANCE OF THEM (AS THEY ACCEPT GLASSES!)

Have a committee find out and report on:

(a) location of schools for the deaf
(b) age accepted
(c) recent medical advances.



Unit V

GRADE VII

Your Framework and Power Plant

Suggested Time: 8 - 10 *Weeks*

Introduction

A good understanding of the skeletal and muscular systems is necessary for us to be able to effectively use our body to accomplish our purposes in life.

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Pp. 65-75; 106-107; 142

Additional References:

Y.H.S., Ch. 11
H.S.Y., Ch. 21
H.L., Ch. 22

Films:

PHQ 41—*Body Framework*
T1255—*The Skeleton*
PHT 71—*Posture and Exercise* (B & W, 10m.)
T 553—*Posture Habits*
PHT 21—*About the Human Body* (Color, 15m.)
PHT 68—*First Aid* (B & W, 18m.)
PHT 111—*How Disease Travels* (Color, 10m.)
PHT 169—*The Skeleton* (B & W, 12m.)
PHT 277—*Improving Your Posture* B & W, 10m.)
PHT1025—*The Human Body* (Color, 10m.)

Content

I. YOUR BODY'S FRAMEWORK

A. Functions

1. Supports soft parts of the body
2. Permits movement
3. Protects organs
4. Gives shape to the body.

B. Structure

1. Your Skeleton
   (a) skull
   (b) spinal column
   (c) ribs
   (d) shoulder girdle
   (e) pelvic girdle
   (f) extremities.
2. Bone
   (a) composition
   (b) functions.
3. Cartilage
   (a) function.
4. Joints, ligaments, sinovial fluid
   (a) hinge
   (b) ball and socket
   (c) gliding
   (d) pivot
   (e) immovable.

Understandings and Suggested Activities	Teacher's Notes
THE STUDENT SHOULD GAIN AN UNDERSTANDING OF THE FUNCTIONS OF THE SKELETON. Use charts, animal skeletons or a willing student to illustrate movement of the head, rib cage, protective spinal column, etc. THE STUDENT SHOULD DEVELOP THE ABILITY TO RECOGNIZE THE MAIN PARTS OF THE SKELETON THROUGH FURTHER USE OF CHARTS, MODELS, DIAGRAMS OR WILLING STUDENTS. As an item of interest, discuss the unusual advantages humans have in the action of the thumb. THE STUDENT SHOULD DEVELOP AN APPRECIATION OF THE FUNCTIONS OF BONES AND UNDERSTAND THEIR DIETARY NEEDS. Study a bone split lengthwise to illustrate its structure. Study the composition of bones and their food requirements. Note the marrow of the bone which produces red blood cells. Discuss bone grafts. Experiments to illustrate the function of organic and inorganic components of bone: (a) Soak a long bone in vinegar for a few days to dissolve mineral matter. Note that it remains tough but flexible. (b) Thoroughly heat a "wish bone" to remove organic matter. The remaining mineral content makes bones hard and brittle. CARTILAGE COVERS THE ENDS OF BONES TO ABSORB SHOCK AND TO PROVIDE SMOOTH FUNCTIONING OF THE JOINTS. DURING GROWTH, BONE CELLS REPLACE CARTILAGE.	

Unit V
GRADE VII

Your Framework and Power Plant

Filmstrips:

Pk 1607—*Your Bones and Muscles*
PHF 2a—*Bones and Muscles*
PHF 74—*Human Body Series* (Posture and Exercise)
PHF 57—*Straight and Tall*
PHF134—*First Aid Series*
PHF 85—*Health Adventure Series* (Your Bones and Muscles)
PHF104—*Bones*

Other Materials:

DPH Publications:
Adolescence
Arthritis
Cerebral Palsy
First Aid for the Family
Help Yourself to Health
Score High for Health
The First Aid Kit

DPH Posters:
Don't Let Polio Strike
Posture
Safety
Score High for Health

Sources of Information

II. Text: HEALTH FOR YOUNG CANADIANS

P.p. 76-83; 84-91

Additional References:

Y.H.S., Ch. 12
H.S.Y., Ch. 21
H.L., Ch. 22

Films:

T 652—*How to Avoid Muscle Strains*
PHT 307—*Treatment of Cerebral Palsied Child in New Zealand*

Content

C. Diseases and Defects

1. Postural defects
   (a) round shoulders
   (b) sway back.
2. Arthritis
3. Rheumatic Fever
4. Osteomyelitis
5. Rickets.

D. First Aid

1. Fractures
   (a) simple
   (b) compound
   (c) complex.
2. Dislocations
3. X-ray
   (a) Roentgen.

II. AN EFFICIENT POWER PLANT

A. Function of Muscles

1. Movement
   (a) voluntary
   (b) involuntary
2. Posture
3. Life processes.

B. Structure of Muscles

1. Types of muscles
   (a) skeletal or voluntary
   (b) smooth or involuntary
   (c) cardiac.
2. What are ligaments?

Understandings and Suggested Activities	Teacher's Notes
STUDENTS SHOULD UNDERSTAND THE IMPORTANCE OF USING CORRECT FUNDAMENTAL BODY MOVEMENTS, FOR EXAMPLE IN WALKING AND SITTING. Observe methods used by students to carry books. Present material on the causes and effects of diseases to the joints and bones. Note should be made of the valuable work being done by organizations such as the Canadian Arthritic Association. STUDENTS SHOULD KNOW THAT THERE IS DIFFICULTY IN DISTINGUISHING BETWEEN FRACTURES AND DISLOCATIONS AND BE MADE AWARE OF THE COMPLICATIONS THAT MAY DEVELOP IF CORRECT PROCEDURES ARE NOT FOLLOWED. THE DANGERS OF SELF-MEDICATION SHOULD BE EMPHASIZED. Demonstrate correct first aid procedure for fractures and dislocations. Have a report made on the discovery and use of the X-ray. STUDENTS SHOULD DEVELOP AN APPRECIATION FOR THE NEED AND IMPORTANCE OF A WELL-COORDINATED MUSCULAR SYSTEM. Have students demonstrate a variety of body movements involving muscular coordination. A WELL-DEVELOPED MUSCULAR SYSTEM, THROUGH ITS ATTACHMENT TO BONES, DETERMINES THE POSTURE OF AN INDIVIDUAL. Demonstrate the effects on posture by having a student relax various muscle groups such as the neck, shoulders and abdomen. Tell of muscle activity that is not seen, such as digestive, respiratory and circulatory activities. MUSCLES VARY IN STRUCTURE ACCORDING TO THE WORK THEY PERFORM. Using charts, diagrams or blackboard drawings, show the structure of various muscle types. Emphasize that ligaments join bone to bone across joints to give stability, and still provide for a range of movement.	

Unit V
GRADE VII

Your Framework and Power Plant

Sources of Information

Filmstrips:

PHF 107—*Your Muscles*

Department of Public Health Pamphlets

1. *Emergency First Aid*
2. *Cerebral Palsy Clinics*
3. *What Foods Do You Choose?*

Content

3. What are tendons?

C. Muscle contraction

1. Nerve impulse
2. Energy
3. Muscles work in pairs
4. Muscle tone
   (a) posture
   (b) circulation
   (c) digestion
   (d) elimination
   (e) reflexes.

D. Injuries to muscles

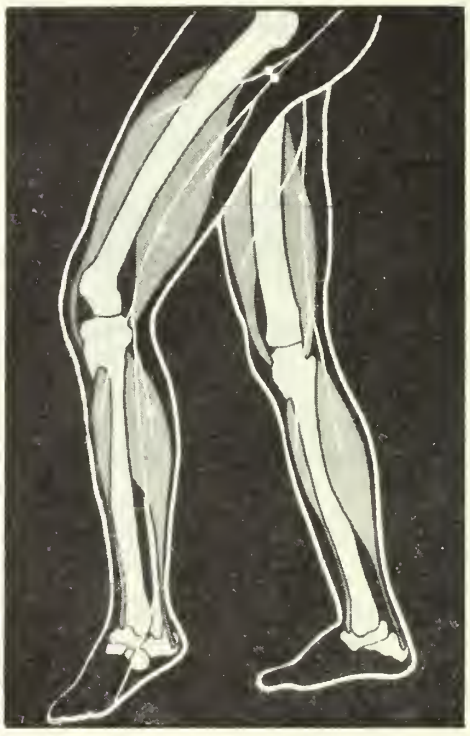
1. Strains and tears
2. Cramps
3. First aid.

E. Diseases and defects that affect muscles

1. Polio
2. Muscular Dystrophy
3. Cerebral Palsy.

F. Physical fitness

1. Food



Understandings and Suggested Activities	Teacher's Notes
Have the class examine the tendons in the back of their hands. Point out that tendons vary considerably in size and length.	
ALL MUSCLES ARE ACTIVATED BY STIMULATION FROM THE NERVOUS SYSTEM.	
Explain the interaction of nerves and muscles as a boy prepares to bat a ball pitched to him.	
Explain how energy is produced for muscle activity.	
Have the class feel their biceps and triceps as they bend and straighten the elbows. One relaxes as the other contracts.	
MUSCLE TONE IS A CONDITION OF SLIGHT CONTRACTION OF MUSCLES, EVEN AT REST, TO MAINTAIN MUSCULAR TONE. AN EFFICIENT MUSCULAR SYSTEM REQUIRES REGULAR WORK LOADS PLACED UPON IT.	
Discuss the value of exercise for development and health of muscles and maintenance of good muscle tone.	
Discuss injuries to muscles and their treatment.	
Consider the value of proper warm-up and conditioning exercises prior to activity.	
Discuss the causes of cramps and how to relieve them.	
Have students report on the diseases and defects as listed in Section E, making use of the following headings: (a) Nature of the condition (b) Cause (c) Prevention and treatment (d) Service organizations, i.e., Muscular Dystrophy Association.	
PHYSICAL FITNESS IS THAT CONDITION OF THE BODY WHICH ENABLES IT TO PERFORM ITS MANY FUNCTIONS EFFICIENTLY, AND TO ADJUST TO CONDITIONS OF EVERYDAY LIVING.	
Through discussion bring out the concept that health in part depends upon the nutritional value of foods and the eating habits of the student.	

Unit V
GRADE VII

Your Framework and Power Plant

Sources of Information

Department of Public Health
Your Heart

Content

2. Rest

3. Exercise
   (a) 5BX and 10BX
   (b) isometric and isotonic activities
   (c) circuit training.

Understandings and Suggested Activities	Teacher's Notes

Have the students explain how sleep and rest contribute to physical fitness. What happens in the body during rest?

The teacher should point out the value of exercise with regard to:

(a) strength
(b) endurance
(c) muscle tone
(d) coordination
(e) flexibility
(f) cardio-respiratory endurance
(g) general growth
(h) recreation

Various forms of exercise programs could be correlated with physical education.

TEACHER'S NOTES:

HEALTH — Grade VIII

Unit I

GRADE VIII

UNDER-STANDING GROWTH

Suggested Time: 5 - 7 *Weeks*

Introduction

As an outcome of the work of this unit the student should have acquired the understanding that both physical changes and changes in emotions and attitudes accompany growth.

Sources of Information

I. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 2-6

Additional References:

Y.H.S., Ch. 2
H.S.Y., Ch. 2
H.L., Ch. 7

Films:

T 678—*The Cell—Structural Unit of Life*

Filmstrips:
PK 3193—*Inside the Living Cell*
PK 3345—*Introducing Cells*
PK 2667—*Kinds of Cells*
PHF101—*How Your Body Grows*

Content

I. HOW YOUR BODY GROWS

A. Cells

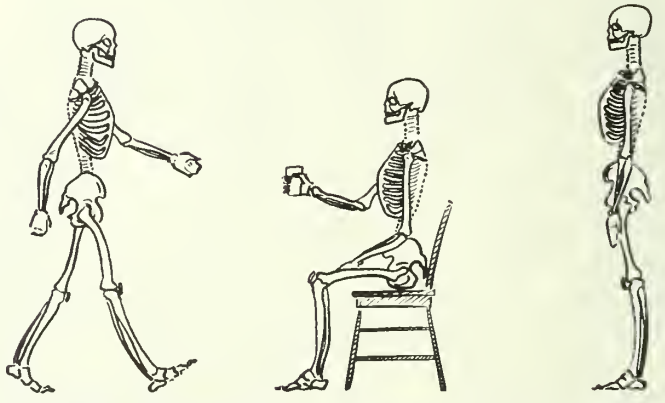
1. Structure
   (a) nucleus
   (b) cytoplasm
   (c) cell membrane.
2. Types of cells
   (a) bone
   (b) skin
   (c) muscle.
3. Life-span
4. Cell division

B. Tissues

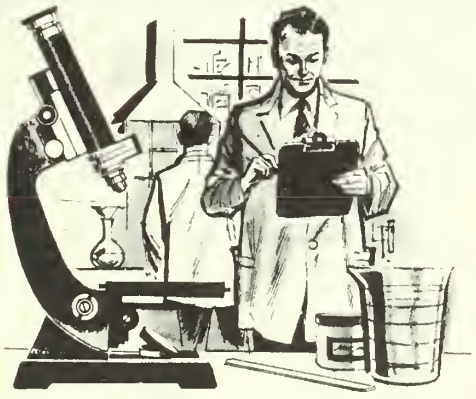
1. Structure
2. Types of tissue
   (a) nerve.

C. Organs

1. Structure
2. Types
   (a) heart
   (b) stomach.



GOOD BONES — GOOD POSTURE

Understandings and Suggested Activities	Teacher's Notes
THE CELL IS THE BASIC STRUCTURE OF ALL LIVING THINGS. If a microscope is available, study the structure of a cell. Explain and diagram the process of cell division (mitosis). A TISSUE IS A GROUP OF SIMILAR CELLS. AN ORGAN IS A GROUP OF TISSUES WHICH HAS A SPECIFIC FUNCTION. List the names of various organs. Read to determine the specific functions of each. 	

Unit I

GRADE VIII

UNDER-STANDING GROWTH

Sources of Information

II. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 6-12

Additional References:

H.S.Y., Ch. 1
H.L., Ch. 1 and 2

Filmstrips:

Meaning of Adolescence, PHT-175-16'
Physical Aspects of Puberty, PHT-176-19'
Filmstrip Series, PHF-84AE

III. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 12-15; 21-25

Additional References:

H.F.M.L., Ch. 1, 9-10
Y.H.S., Ch. 7
H.S.Y., Ch. 1, 24
H.L., Ch. 2, 21

Films:

T 428—*Heredity*
Tk1240—*Human Heredity*
Tk1613—*Laws of Heredity*

Content

D. Systems

1. Structure
2. Types (for example)
   (a) circulatory
   (b) respiratory
   (c) skeletal
   (d) digestive.

II. VARIATIONS IN GROWTH

A. Within the Individual

1. Growth spurts.

B. Between Individuals

1. Sex differences
2. Maturation rates.

III. FACTORS AFFECTING GROWTH

A. Heredity

B. Environment

1. Geographical location
2. Socio-economic situation.

Understandings and Suggested Activities	Teacher's Notes
A SYSTEM IS A GROUP OF ORGANS WORKING TOGETHER TO PERFORM LIFE PROCESSES. Develop a sequential group of diagrams to illustrate growth from a cell to tissue, to organ, to system, to body.	
A GENERAL PATTERN OF GROWTH AND DEVELOPMENT TAKES PLACE IN HUMANS BUT DEVIATIONS FROM THE PATTERN ARE TO BE EXPECTED. A committee might compare age-weight charts for boys and girls. Have a group of 13-year olds observe each other and note the variations in growth.	
CHARACTERISTICS WHICH ARE TRANSMITTED FROM ONE GENERATION TO ANOTHER ARE FACTORS OVER WHICH THE INDIVIDUAL HAS LITTLE CONTROL. Discuss the role of heredity in the growth of an individual.	
THE INDIVIDUAL'S NATURAL SURROUNDINGS AFFECT HIS PHYSICAL, MENTAL, SOCIAL AND EMOTIONAL DEVELOPMENT. Examine how climate and soil conditions can affect health and growth (e.g. iodine and fluorine). Discuss the living conditions in the Far East.	

Unit I

GRADE VIII

UNDER-STANDING GROWTH

Sources of Information

Filmstrips:

P 1421—*Heredity*
P 2970—*Heredity and Environment*
Pk3383—*Heredity and You*
PHF 74—*Human Body Series—Heredity*

IV. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 16-20

H.S.Y., Ch. 1, 2, 3
H.L., Ch. 1 and 2

Content

C. Endocrine Glands

1. Pituitary
2. Thyroid.

D. General Health Practices

1. Effect of exercise
2. Food
3. Rest
4. Smoking.

IV. ACCEPTANCE OF GROWTH AND ITS RELATED PROBLEMS

A. Effect of Growth Spurts on Posture

B. Lack of Coordination

C. Lack of Endurance

D. Nutritional Demands

E. Voice Changes

F. Skin Problems.

Understandings and Suggested Activities	Teacher's Notes
ENDOCRINE OR DUCTLESS GLANDS CONTROL THE SPEED OF ALL BODY ACTIVITIES. Explain the function of the pituitary and thyroid glands in relation to growth. IN ADDITION TO THE OTHER FACTORS WHICH AFFECT GROWTH, BASIC HEALTH PRACTICES MUST BE EXERCISED. STUDENTS SHOULD ACCEPT THE FACT THAT VARIATIONS IN GROWTH ARE NORMAL. Have members in the class start a height-weight graph. Note the variations in growth six months hence. DURING THE ADOLESCENT PERIOD OF RAPID GROWTH, THE BODY HAS EXCESSIVE DEMANDS AND NEEDS FOR FOOD. 	

Unit II

GRADE VIII

SAFETY AT WORK AND PLAY

Suggested Time: 3 - 5 *Weeks*

Sources of Information

I. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 142-152

Additional References:

H.F.M.L., Ch. 21-22
Y.H.S., Ch. 30
H.S.Y., Ch. 25 and 26
H.L., Ch. 30, 31
"*Eleven Steps to Survival*"
Queen's Printer, Ottawa

Films:

PHT 94—*Playground Safety*
PHT 79—*Danger is Your Companion*
Alberta Safety Council Kits:
Waterfront Safety: Pools, Lakes
Mile Swim Award
Better Boating
Gun Safety at Home

Filmstrips:

PHF 76—*Civil Defence Series*

Films:

Department of Extension
University of Alberta, Edmonton
Play it Safe

Content

I. SAFETY AT SCHOOL

A. Reasons for being careful

1. Great number of people
2. Sports or other activities.

B. When and where accidents occur

1. Gymnasium
2. Hallways and stairways
3. Classrooms
4. Washrooms
5. Laboratories
6. Shops
7. Playground
8. To and from school.

C. Fire and evacuation drills

1. Orderly movement
2. Discipline and firm control
3. Latest civil defence information.

Understandings and Suggested Activities	Teacher's Notes

THE INDIVIDUAL HAS A RESPONSIBILITY IN MAKING THE SCHOOL SAFETY PROGRAM EFFECTIVE.

Determine through class discussion the chief causes of accidents in the school building and school grounds.

With student assistance determine the proportion of accidents that occur at school; at home; and on the way to and from school. Discuss what the school can do to control the hazards involved.

Student committees could make a study of school accidents to determine their location, the type of activity, the causes, and the protective measures that have been set up to control these hazards.

Using the above information, compile a list of the more common hazards in and around the school building.

THE STUDENT SHOULD UNDERSTAND THAT IT IS WISE TO BE PREPARED FOR EMERGENCIES WHICH MAY AFFECT EVERYONE IN HIS SCHOOL OR COMMUNITY.

Have class discussions on the following topics:

(a) "Of what value are fire drills at school?"
(b) "Can the fire drills in our school be improved?"

Keep sharp tools out of reach.

Reaching saves seconds but may waste days.

Unit II
GRADE VIII

SAFETY AT WORK AND PLAY

Sources of Information

Department of Education
Fire Prevention Education
Alberta Civil Defence School Manual

II. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 151; 153-171

Additional References:

H.F.M.L., Ch. 21, 22
Y.H.S., Ch. 28
H.S.Y., Ch. 25, 26
H.L., Ch. 30

Films:

PHT1116—*Look Alert—Stay Unhurt*
PHT 289—*That They May Live*
Tk 1540—*"Be Water Wise"*
(Prov. Red Cross)
PHT 295—*I'm No Fool in Water*
Tk 1539—*Boating and Good Sense*

Content

II. YOU PLAY SAFELY

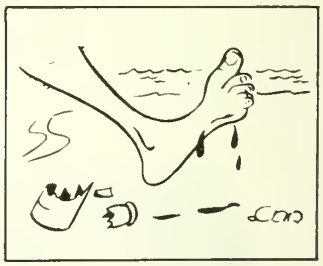
A. Some Peope are Accident Prone

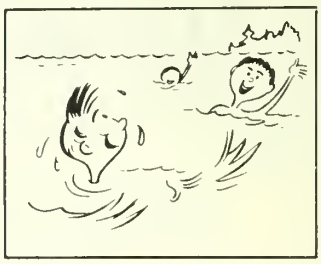
e.g., the indifferent, the show-off, the over-zealous, and the overly cautious.

B. Precautions Before Games Are Necessary

1. Physical examination
2. Good physical condition
3. Proper equipment
4. Observe ordinary precautions.

C. Safety in Swimming





Understandings and Suggested Activities	Teacher's Notes
Arrange for a demonstration by a fire station official to show different types of fire fighting equipment and to discuss the inspection, maintenance and use of fire extinguishers. Also, what is the procedure followed to inspect a home or school for potential fire hazards? Discuss the procedure and purpose of a Civil Defence Organization after studying the literature of the Provincial Organization. If possible a guest speaker or Civil Defence Officer could visit the school.	
THE NEED TO DEVELOP SELF-CONTROL WITH RESPECT TO DAILY ACTIVITIES IN BOTH WORK AND PLAY IS IMPORTANT TO SOUND HEALTH.	
Discuss why some people seem more accident prone than others. The teacher should lead the class to understand the factors in behavior that contribute to accident proneness. A student panel discussing the following points would be interesting and beneficial: "Why does a medical examination of each player on a team help to make athletics safer?" "What part does physical condition play in preventing accidents that occur in sports?" "What are the common causes of accidents that occur in recreational activities?" "How can we get more fun out of playing games yet play safely?" Make a list of the ten recreation activities that are the most popular with the pupils. Organize a committee to study accident survey reports on these activities.	
LEARNING TO SWIM, TO BOAT, AND TO CANOE ADD TO THE SAFETY AND ENJOYMENT OF WATER ACTIVITIES.	

Unit II

GRADE VIII

SAFETY AT WORK AND PLAY

Sources of Information

PHT 256—*Water Safety*
PHT 244—*No Time to Spare*
PHQ 45—*Vacation Safety*
PHT 52—*Safety Adventure out of Doors*

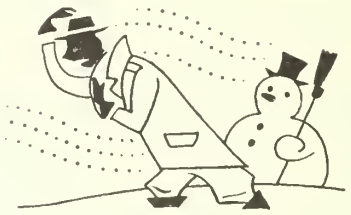
Content

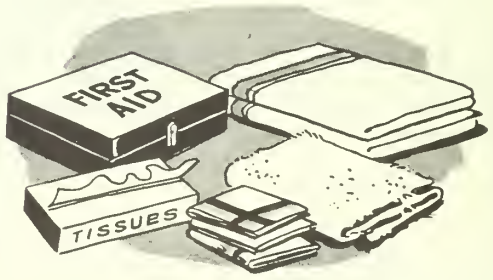
D. Camping should be safe

1. Safe water is imperative
2. Guard against fire
3. Have an adequate first aid kit
4. Know basic first aid rules
5. Know what to do in case you become lost.

E. Winter presents hazards

1. Sports
   (a) skating
   (b) tobogganing
   (c) skiing.
2. Traffic safety
3. Jaywalking
4. Bumper-riding
5. Clothing.





Understandings and Suggested Activities	Teacher's Notes

Invite a representative from the Red Cross Society to discuss its swimming and water safety program.

Discuss the various types of lessons available in the community for both swimmers and non-swimmers.

Have a student committee report on the frequency and causes of death by drowning.

Arrange for a demonstration of the two types of artificial respiration and have students practice them.

Swimming rules:

—never swim alone or in the dark
—do not swim immediately after eating
—swim only in safe water
—be careful when boating
—know a method of artificial respiration.

THE PUPILS SHOULD APPRECIATE THE VALUE OF SKILLS AND KNOWLEDGE IN CAMPING ACTIVITIES. THEY SHOULD BE ENCOURAGED TO DEVELOP CONDUCT WHICH ADDS TO THE ENJOYMENT AND SAFETY OF THE GROUP.

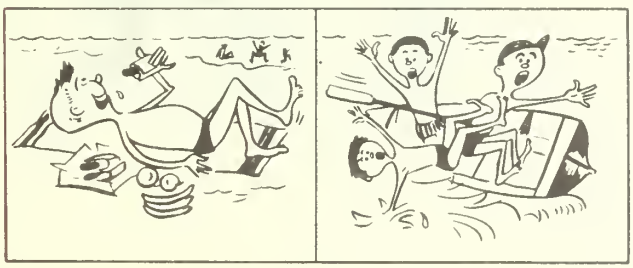
Class discussion on what it should know about camping and hiking to add to the enjoyment and safety of the individual and the group.

The class could prepare for an imaginary trip and list the safety measures which should be observed in such an outdoor activity.

STUDENTS SHOULD BE MADE AWARE OF THE FACTORS THAT PROMOTE AN APPRECIATION OF SAFE RECREATION AND SAFE PRACTICES.

Discuss the variety of dangers present when taking part in winter recreational activities. Example—Could you rescue yourself if you should fall through the ice? How would you rescue someone else in this predicament?

Prepare a code of behavior with respect to safety habits that students should observe while taking part in winter recreational activities.



Unit II

GRADE VIII

SAFETY AT WORK AND PLAY

Sources of Information

III. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

P.p. 142-147

Additional References:

H.F.M.L., Ch. 21, 22
Y.H.S., Ch. 28
H.S.Y., Ch. 25-26
H.L., Ch. 30

Films:

T 652—*How to Avoid Muscle Strains*

Content

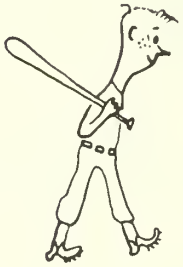
III. SAFETY IN SPORTS

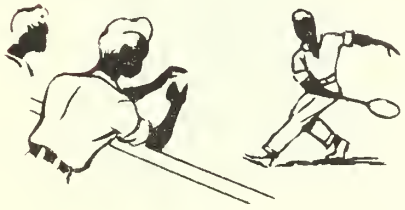
A. How To Choose Sports

1. Individual suitability
2. Success in spite of defects.

B. How The Athlete Can Protect Himself

1. Techniques of self-protection
   (a) safe methods
   (b) equipment
   (c) how to fall correctly
   (d) know facilities.
2. Importance of training and conditioning
3. Helps in avoiding injury
   (a) warm-ups
   (b) proper clothing
   (c) avoid fatigue.
4. Good sportmanship versus accidents
5. Student organization for accident prevention
   (a) leader corps
   (b) sports safety council.



Understandings and Suggested Activities	Teacher's Notes
FOR EACH PERSON A VARIETY OF PHYSICAL ACTIVITIES IN WHICH HE CAN PARTICIPATE IS ESSENTIAL.	
THERE ARE GENERAL WAYS TO AVOID INJURY WHEN PLAYING GAMES AND SPECIAL TECHNIQUES FOR SELF-PROTECTION SHOULD BE LEARNED FOR EACH SPORT. Discuss the safest practices to follow when playing specific games. Have a student committee report on the various causes of injury in different activities.	
TO TAKE PART SAFELY AND SUCCESSFULLY IN SPORTS REQUIRES A HEALTHY, WELL-TRAINED BODY. INDIVIDUAL CONDUCT AFFECTS THE SAFETY OF OTHERS. Student panel discussion on the benefits of wearing a physical education uniform for all activities. Topic for class discussion: "Many accidents are caused by fatigue." Discuss with the students how good sportsmanship will assist in lowering the number of accidents that occur in a school physical education program. A school safety council could be organized as a branch organization of the Students' Council.	
	

Unit III
GRADE VIII

NOURISHING YOUR GROWING BODY

Suggested Time: 5 - 7 *Weeks*

Introduction

As an outcome of the work in this unit the student should have acquired the understanding that digestion is greatly aided by proper selection of foods and the development of good eating habits.

Sources of Information

I. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 28-32

Additional References:

H.F.M.L., Ch. 4
Y.H.S., Ch. 8
H.S.Y., Ch. 17
H.L., Ch. 11

Films:

T 812—*Food That Builds Good Health*
PHT 90—*For Health and Happiness*

II. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 39-42; 56-60

Additional References:
H.F.L., Ch. 12

III. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 32-39

Additional References:

H.F.M.L., Ch. 4
Y.H.S., Ch. 8
H.S.Y., Ch. 17
H.L., Ch. 11

Content

I. MAINTAINING BODY NEEDS

A. Why Do We Need Food?

1. Promote growth
2. Build and repair tissue
3. Provide fuel
4. Provide material required to regulate body functions.

II. MEASUREMENT OF FOOD

A. Calories

B. Metabolism

III. FOOD SUBSTANCES

A. Carbohydrates

B. Proteins

C. Fats

Understandings and Suggested Activities	Teacher's Notes

A WELL-BALANCED DIET IS ESSENTIAL FOR GOOD HEALTH.

As an introduction the teacher might ask the following questions:

Why do we feel weak when we are hungry?

Why do we have a good appetite after strenuous activity such as skating or swimming?

Do I need to take vitamin supplements?

THE DAILY CONSUMPTION OF FOOD IS MEASURED IN CALORIES.

Have the students prepare a "diet diary" showing the number of calories consumed in an average day. Compare this number to the number needed by the average boy or girl their age.

Explain to the students the term basal metabolism.

Relate nutrition to such topics as:

"Food for Beauty" (girls).
"Food for Fitness" (boys).

APPRECIATION OF THE TERM "WELL-BALANCED DIET" SHOULD ENCOURAGE STUDENTS TO DEVELOP HEALTHY EATING HABITS.

Experiments:

Glossy paper to show presence of fat in egg yolk or nuts.

Dissolve calcium from chicken bones with vinegar.

Burn dried meat for typical smell.

Unit III
GRADE VIII

NOURISHING YOUR GROWING BODY

Sources of Information

Films:

PHT 64—*Foods and Nutrition*
PHT 65—*Fundamentals of a Diet*
PHT 44—*Fun in Food*
PHT147—*Understanding Vitamins*
Tk 1338—*Food for Freddy*

Filmstrips:

P 2007—*Body-Building Foods*
P 2006—*Energy Foods*
P 2008—*Protein Foods*
Ph 2763—*Foods for Good Health*
P 1062—*Foods and Nutrition*
P 1727—*Fundamentals of Diet*
Pk 1137—*Internal Triangle*

IV. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

P.p. 61-65

Additional References:

H.F.M.L., Ch. 4
Y.H.S., Ch. 10
H.S.F., Ch. 17
H.L., Ch. 11

Filmstrips:

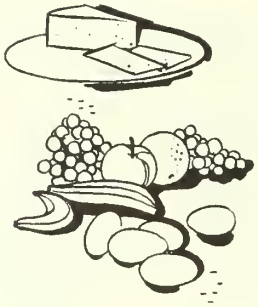
Ph 3140—*Disease and Diet*

Content

D. Minerals
E. Vitamins
F. Water

IV. FOOD PREPARATION AND PRESERVATION

A. Methods of Preparing and Preserving Foods
B. Food Borne Diseases
   1. Staphylococcus enteris (toxin)
   2. Streptococcal infections
      (a) scarlet fever
      (b) sore throat.
   3. Samonella
   4. Botulism·
   5. Undulant fever
   6. Typhoid fever.



Understandings and Suggested Activities	Teacher's Notes

Have students prepare picture pages showing examples of food substances.

Have each student examine his diet diary. Did it provide a well-balanced diet? How nutritious is your lunch? A school project such as: an animal feeding demonstration, a good breakfast campaign.

Examine wrappers and cartons to determine the nutritional value of the contents.

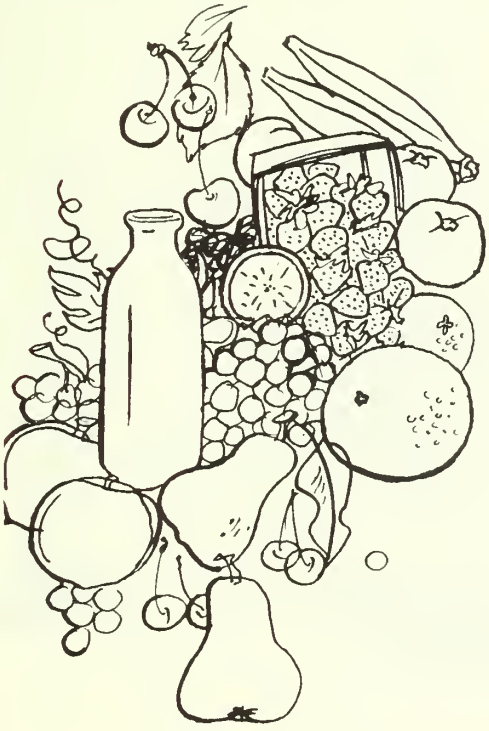
Ask the Home Economics teacher to discuss or demonstrate the proper methods for storing and cooking foods.

FOOD DOES NOT SPOIL UNLESS HARMFUL BACTERIA ARE PRESENT.

Have students prepare reports on diseases which can be spread by food.

Contact local health authorities for statistics on the incidence of each.

Have students prepare a bulletin-board display showing proper methods of handling foods.



Unit III
GRADE VIII

NOURISHING YOUR GROWING BODY

Sources of Information

V. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 29-32; 39, 85

Additional References:

Y.H.S., Ch. 8
H.S.Y., Ch. 17
H.L., Ch. 11

Films:

T 1066—*A Modern Miracle*

VI. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 43-56

Additional References:
H.F.M.L., Ch. 4
Y.H.S., Ch. 9
H.S.Y., Ch. 17
H.L., Ch. 13

Content

V. DEFICIENCY DISEASES

A. Scurvy
B. Pellagra
C. Rickets
D. Goitre
E. Anaemia

VI. THE CURRENT NUTRITIONAL PICTURE

A. Underweights and Overweights

B. Food Fads and Fallacies

C. Canada's Food Guide
   1. Its purposes.

Understandings and Suggested Activities	Teacher's Notes

DIET SHOULD BE CONTROLLED BY REASON RATHER THAN BY APPETITE.

Discuss the term "hidden hunger" and the implications it has in "eating to live, not living to eat."

Have students prepare written reports on the various deficiency diseases.

CONCERN ABOUT BEING OVERWEIGHT OR UNDERWEIGHT SHOULD BE DISCUSSED WITH ONE'S DOCTOR.

Discuss the causes and problems associated with being overweight or underweight.

Have students find advertisements for any number of food "fads" or "crash" diets.

Why is it a poor practice to go without breakfast or lunch?

Discuss the relationship between calorie consumption and activity.

Study Canada's Food Guide to learn the five essentials in a well-balanced daily diet.

Encourage the students to display a copy of Canada's Food Guide in their own kitchens.

Unit IV
GRADE VIII

BODY MACHINES FOR UTILIZING FOODS

Suggested Time: 6 - 8 *Weeks*

Introduction

A knowledge of the process of digestion is desirable to encourage sound health practices in the use of food.

Sources of Information

I. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 68-75

Additional References:

H.F.M.L., Ch. 5
Y.H.S., Ch. 10
H.S.Y., Ch. 19
H.L., Ch. 12

Films:

PHT 2—*The Human Body: Digestive System* (B & W, 13m.)
PHT 26—*Digestion of Foods* (B & W, 11m.)
PHT 91—*Elimination* (B & W, 13m.)
PHT292—*Exploring Your Growth* (Color, 11m.)
Tk 701—*Digestion*, Part I
Tk 702—*Digestion*, Part II

Filmstrips:

PHF 105—*Digestion*
PHF 49—*Digestion of Foods*
PHF 85—*Health Adventure Series*
PHF 85f—*Your Food and Digestion*
PHF 105—*Digestion*
Pk 3312—*What is Digestion*
PHF 126—*Excretion*

(References for II and III on next page.)

Content

I. THE FOOD REFINERY

A. The Mouth

1. Study diagrams to locate the salivary glands
2. Indicate the purpose of each kind of tooth
3. Function of the tongue during eating, talking and singing.

B. The Stomach

C. The Small Intestine

D. The Large Intestine

II. FOOD STORAGE

A. The Liver

III. DIGESTIVE DISORDERS

A. Ulcers

B. Constipation

C. Diarrhea

D. Appendicitis

E. Cancer

Understandings and Suggested Activities	Teacher's Notes

EACH PART OF THE DIGESTIVE SYSTEM HAS ITS OWN UNIQUE FUNCTION IN PREPARING FOOD FOR BODY USE.

Study diagrams to locate the salivary glands.

Indicate the purpose of each type of tooth.

Report on the body devices for keeping food out of the nose and the windpipe.

Have students report on the change in taste of a soda biscuit if it is kept in the mouth for a while.

Through a study of diagrams locate the organs producing bile and the pancreatic juice.

Discuss the effects of worry or fatigue on digestion.

Report on the absorption of food from the small intestine to body cells.

Study a diagram and report on the major functions of the large intestine.

FOOD IS EATEN AT SPACED INTERVALS BUT CELLS MUST RECEIVE A CONSTANT SUPPLY OF FOOD TO MAINTAIN LIFE. THE LIVER SERVES AS A REGULATOR OF THIS SUPPLY.

Discuss the vital process of food supply which the liver provides.

Locate the liver in a body diagram. List its functions.

MENTAL HEALTH AND PHYSICAL HEALTH ARE INTERRELATED.

It is estimated that approximately one person in ten will suffer from ulcers. Discuss the causes and cures of ulcers emphasizing the danger of self-medication and the importance of obtaining a doctor's advice for all types of digestive disorders.

Discuss the relationship between smoking, alcohol, and ulcer treatment.

Unit IV
GRADE VIII

BODY MACHINES FOR UTILIZING FOODS

II. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 75-76

H.F.M.L., Ch. 5
Y.H.S., Ch. 10
H.S.Y., Ch. 18
H.L., Ch. 12
Additional References:

Sources of Information

III. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Additional References:

H.F.M.L., Ch. 5
Y.H.S., Ch. 10
H.S.Y., Ch. 18
H.L., Ch. 12

IV. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 74-75

Additional References:

H.F.M.L.,
Y.H.S.
H.S.Y., Ch. 18, 19
H.L.
Films: PHT 91—*Elimination*

Filmstrips: PHF126—*Excretion*

PHF 74—*Human Body Series*
(work of kidneys)

V. Text: HEALTH AND FITNESS FOR CANADIAN YOUTH

Pp. 179-182

Additional References:

Y.H.S., Ch. 10
H.S.Y., Ch. 29
H.L., Ch. 12

Content

F. Overacidity

IV. EXCRETION

A. Removal of Wastes from Digestion

1. The colon.

B. Removal of Wastes from Metabolism

1. The kidneys
2. The lymphatics
3. The skin
4. The lungs.

V. DETECTING DISORDERS

A. Fluoroscope

B. X-ray

C. Gastroscope

D. Self-Medication

Understandings and Suggested Activities	Teacher's Notes

Report on the digestive processes that are carried out in the stomach. Cut out newspaper and magazine advertisements re: laxatives. Evaluate the claims of these and lead the class into a discussion on the dangers of self-medication.

Have the students bring in advertisements re: medications claiming to reduce acid effects in the stomach. Discuss the validity of these in the light of the fact that the body maintains an acid-base balance.

SEVERAL SYSTEMS ASSIST IN THE REMOVAL OF WASTES FROM THE BODY.

Study the diagram of the digestive tract to locate the colon.

Discuss the importance of roughage in diet.

Explain the importance of peristalsis to digestion and to the removal of wastes.

Locate the kidneys in a body diagram.

Report on the structure and function of the kidneys.

Report on the dangers of self-medication for kidney ailments, (e.g. nephritis).

How do lymphatics, skin and lungs aid in waste removal?

Discuss the importance of liquids in the diet.

How does the body adjust to the removal of a diseased kidney?

Have selected class members report, either as a result of research reading, or after consultation with a doctor, on various devices used in the detection of digestive disorders. Reports should outline the purpose of each device and should stimulate an interest in medical research and advance. Pupils should learn to realize the importance of proper medical diagnosis.

Unit V
GRADE VIII

PROGRESS AGAINST DISEASE

Suggested Time: 9 - 11 *Weeks*

Introduction

Centuries of research and progress have enabled man to identify and conquer many diseases. Today medical sciences are continuing to open the way for further discoveries and conquests for the benefit of man.

Sources of Information

I. Text: HEALTH FOR YOUNG CANADIANS

Ch. 12

Pp. 128-149

Additional References:

Films:

PHT 4—*Health Heroes: The Battle Against Disease* (B & W, 11m.)
PHT 9—*The Quest* (B & W, 37m.)
PHT28—*Smallpox: The Ever Present Menace* (B & W, 10m.)

II. Text: HEALTH FOR YOUNG CANADIANS

Ch. 10, 11, 14

Additional References:

H.F.M.L., Ch. 14
H.S.Y., Ch. 30, 31
H.L., Ch. 25, 26

Films:

PHT 38—*Immunization* (B & W, 11m.)
PHT 77—*Microorganisms Harmful Activities* (B & W, 15m.)
PHT 78—*Microorganisms Beneficial Activities* (B & W, 15m.)
PHT 114—*The Common Cold* (B & W, 10m.)
PHT 260—*Sniffles and Sneezes* (B & W, 10m.)
PHT1004—*On Prescription Only* (B & W, 30m.)
PHT1011—*The Quiet Betrayal* (Color, 14m.)

Content

I. DEVELOPMENT OF HEALTH KNOWLEDGE

- **A. Hippocrates**
- **B. Aristotle**
- **C. Galen**
- **D. Vesalius**
- **E. Others**

II. DISEASES OF THE PAST

- **A. Conquerors of Diseases**
  1. Leeuwenhoek
  2. Jenner
  3. Pasteur
- **B. Precautions Taken to Prevent and Control Diseases**
  1. Immunization
     - (a) types
       - i. natural
       - ii. active
       - iii. passive.
     - (b) methods
       - i. vaccination
       - ii. inoculation
       - iii. oral.
  2. Sanitation
  3. Research
     - (a) Use of Machines
       - i. electron microscope
       - ii. electrocardiograph
       - iii. electronencephalograph
       - iv. X-ray (Roentgen)
       - v. fluoroscope
       - vi. radioactive agents (Curies).

Understandings and Suggested Activities	Teacher's Notes
THE WORLD TODAY IS INDEBTED TO MANY GREAT MEN OF MEDICAL SCIENCE. THE APPLICATION OF KNOWLEDGE BASED ON THEIR FINDINGS ASSISTS US IN LIVING THE ABUNDANT LIFE. The teacher could "set the stage" for this unit by giving an interesting historical account of the contributions of these great men and others listed in the text, or Students could be assigned to give reports in class. As the unit progresses develop a time chart of medical progress, naming the scientists involved. SUPERSTITIONS AND MISCONCEPTIONS WERE REPLACED BY THE GERM THEORY OF DISEASE THROUGH THE DISCOVERY OF MICRO-ORGANISMS. Assign three students to prepare and give a report on these men, or Study the lives of these men through the use of filmstrips listed under aids. Discuss the meaning of the word immunity and the ways in which it may be obtained. Have students list the diseases from which they can be protected through a program of immunization. Discuss the life and work of Joseph Lister. WITH THE AID OF MODERN ELECTRONIC AND NUCLEAR DEVICES, MANY DISEASES CAN BE CONTROLLED AND OVERCOME IF DIAGNOSED AND TREATED IN THE EARLY STAGES. Describe each instrument and point out how medical men of today can use them for treatment, diagnosis, and research. 	

Unit V
GRADE VIII

PROGRESS AGAINST DISEASE

PHT1075—*Man Against Microbe* (B & W, 10m.)
PHT1100—*Are You Positive* (Color, 14m.)

Filmstrips:

PHF 3—*Louis Pasteur and Germ Theory of Infection*
PHF 4—*Edward Jenner and Smallpox*
PHF 5—*Walter Reed and the Conquest of Yellow Fever*
PHF 8—*Madame Curie and the Story of Radium*

Sources of Information

III. Text: HEALTH FOR YOUNG CANADIANS

Ch. 10, 11, 12, 14

Additional References:

H.F.M.L., Ch. 14
H.S.Y., Ch. 31, 32
H.L., Ch. 25, 26, 27

Filmstrips:

PHF 6—*Edward Livingstone Trudeau and the Crusade Against T.B.*
PHF 7—*Robert Koch and the Discovery of the Tubercle Bacillus*
PHF 54—*Body Defences Against Disease*
PHF 67—*What We Know About Cancer*
PHF 89—*Medicine Man to Doctor*
PHF109—*Avoiding Germs*
PHF127—*Conquest of Disease Series*
PHF 87—*Enemies of Health & Wealth*

Other Materials:

DPH Publications:
A Clear Look at Cancer
Chicken Pox
Cortisone
Disinfection
How Your Body Fights Tuberculosis
Infectious Hepatitis

Content

III. DISEASES OF THE PRESENT AND FUTURE

A. Nature of Communicable Diseases

1. Bacteria
   (a) tuberculosis
      i. Trudeau
      ii. Koch
   (b) scarlet fever
   (c) typhoid fever.

2. Protozoa
   (a) malaria
      i. Ross
   (b) yellow fever
      i. Reed
   (c) Rocky Mountain spotted fever
   (d) dysentery.

3. Virus
   (a) poliomyelitis
      i. Salk
      ii. Sabin
   (b) common cold
   (c) influenza
   (d) measles
   (e) chicken pox
   (f) mumps
   (g) athlete's foot.

IV. A CHALLENGE FOR YOU

A. New Drugs

1. Sulpha Compounds (Domagh)
2. Antibiotics (Fleming)
3. Hormones (Banting).

Understandings and Suggested Activities	Teacher's Notes

INCREASED KNOWLEDGE, BETTER TREATMENT AND COOPERATION FROM THE PUBLIC WILL AID IN THE STRUGGLE AGAINST COMMUNICABLE DISEASE.

Discuss the term "communicable disease".

Have the students make a chart listing several diseases and find information about them under the following headings: Discovered by; Causes; Tests; Effects; Treatment; Immunity.

Tell the stories of Sir Donald Ross and Walter Reed and of their search to find how diseases were transmitted to man by insects.

MANY COMMUNICABLE DISEASES CAN HAVE SERIOUS COMPLICATIONS AND MAY CAUSE DEATH IF PROPER PRECAUTIONS AND TREATMENT ARE NOT FOLLOWED.

Explain what a virus is in relation to bacteria and protozoa and their connection with diseases in man. Explain how to recognize and cure some common virus diseases.

WE LIVE LONGER TODAY BECAUSE OF THE MODERN ADVANCES IN THE DEVELOPMENT OF NEW DRUGS AND METHODS OF PREVENTING AND TREATING DISEASES THAT PREVIOUSLY CAUSED MANY DEATHS. NEW PROBLEMS FACE US AS PROGRESS CONTINUES.

Have students report on the items listed under A, B, and C in the content.

Unit V
GRADE VIII

PROGRESS AGAINST DISEASE

Sources of Information

Measles
Mumps
Scarlet Fever
Sulphanilamide and Related
Sulphonamide Drugs
TB Through the Teens
The Antibiotics
To Smoke or Not to Smoke
What you Need to Know About TB
What You Should Know About Cancer
Whooping Cough
Youth Fights Cancer

DPH Posters:
Avoid Common Drinking Cups
Did You Wash Your Hands
Early Immunization
Fight Disease with Cleanliness

IV. Text: HEALTH FOR YOUNG CANADIANS

Ch. 14

Additional References:

H.L., Ch. 26, 27

Classroom Aids For Teachers
Heart Information Center
John Handcock Mutual Life
Tuberculosis Pamphlet
Department of Public Health

Pamphlets:

Know Tuberculosis Today
T.B. Respects No Age
Youth Fights Cancer
What You Should Know About Cancer

Content

B. New Developments

1. Kidney and Heart Machine
2. The Heart-Lung Machine
3. Kidney Transplants
4. Skin and Bone Banks
5. Eye Banks
6. Plastic Surgery
7. Chilling in Surgery.

C. Continuing Problems

1. Cancer
2. Heart Disease
3. Muscular Dystrophy
4. Arthritis
5. Cerebral Palsy
6. Diabetes
7. Tuberculosis
8. Others.

D. State of Well-Being of the Individual

Understandings and Suggested Activities	Teacher's Notes
Discuss the research that is still being done in Cancer, Heart Diseases, Muscular Dystrophy, Cystic Fibrosis, etc. As a concluding activity of the unit direct a discussion with the students on the challenge for youth to practice good health habits in the modern world. 	

TEACHER'S NOTES:

HEALTH — Grade IX

Unit I
GRADE IX

RESPIRATORY SYSTEM

MAN'S AIR CONDITIONER

Suggested Time: 4 - 6 *Weeks*

Introduction

As an outcome of this unit, students should understand that the substance of life is useless without the breath of life.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 64-70

Additional References:

H.F.C.Y., Ch. 8
Y.H.S., Ch. 5
H.S.Y., Ch. 20
H.L., Ch. 16

Films:

PHT 70—*Mechanisms of Breathing* (B & W, 11m.)
PHT207—*The Nose* (Color, 10m.)
PHT318—*One in* 20,000 (Color, 30m.)
PHT 51 } —*Nose, Throat and Ears*
T 785 }

PHF 207 } —*The Nose*
T 1267 }

Tk 1023—*The Nose, Structure and Function*

Filmstrips:

PHF 102 } —*How You Breathe*
P 2163 }

PHF 85 } —*Your Nose and Throat*
Pk 1605 }

Content

I. MAN'S AIR CONDITIONER

A. The Nose

1. Nostrils, hairs
2. Nasal cavity
3. Septum
4. Turbinates.

B. The Pharynx

C. The Larynx

1. Epiglottis
2. Glottis
3. Vocal cord.

D. Trachea and Its Branches

1. Cilia
2. Bronchi.

E. Bronchial Tubes

F. Lungs

1. Location
2. Size
3. Pleural membrane.

Understandings and Suggested Activities	Teacher's Notes
THE RESPIRATORY SYSTEM CONDITIONS AIR ON ITS WAY TO THE BLOOD STREAM. Discuss the purpose of nasal hairs and cilia. A student who has broken his nose might explain what occurs in the nasal passage. Diagram the upper respiratory passages. Include the three nasal passages which warm and moisten air, collect dust and contain the endings of the olfactory nerves. THE NASAL AND MOUTH CAVITIES MEET AT THE PHARYNX JUNCTION. TRAFFIC CONTROL IS AUTOMATIC; FOOD AND WATER GO INTO ONE OPENING AND AIR INTO ANOTHER. Have a student relate what happens if the traffic controls fail slightly. Discuss the advantages of nasal breathing over mouth breathing. THE GREATER THE AMOUNT AND FORCE OF AIR FROM THE LUNGS, THE LOUDER THE VOICE. PITCH VARIATIONS RESULT BECAUSE OF TENSION IN THE VOCAL CORD. THE LARGER THE LARYNX, AND THE LONGER THE VOCAL CORDS, THE DEEPER THE VOICE. Discuss how sound is produced. Why is the voice change of a boy more noticeable than that of a girl? Observe the size of the larynx (Adam's Apple) between that of a boy and girl. Hold the larynx between the fingers and swallow. Feel it rise and then fall back. BRONCHI DIVIDE WITHIN A LUNG INTO BRONCHIAL TUBES. AT THE END OF THE BRONCHIAL TUBES ARE AIR SACS CALLED ALVEOLI. Continue the diagram as suggested above to complete the diagram of the respiratory system. Study the size of the lungs and explain why the right lung is larger than the left.	

Unit I
GRADE IX

RESPIRATORY SYSTEM

MAN'S AIR CONDITIONER

P 1422—*Mechanisms of Breathing*
PHF 2b—*Respiration, Skin and Kidneys*
PHF74g—*Mechanisms of Breathing*
PHF85h—*Your Heart and Lungs*

Other Materials:

DPH Publications:
ABC's of Childhood Diseases
Grist for the Teacher's Mill
Mouth to Mouth Rescue Breathing
Mr. TB Germ
Respiratory System (Notebook Chart)
Respiratory System (Wall Chart)
Score Yourself
To Smoke or Not to Smoke

DPH Posters:
Be Fair, Cover Your Coughs and Sneezes

Sources of Information

II. Text: BUILDING HEALTH

Pp. 70-73

Additional References:

H.F.C.Y., Ch. 8
H.F.M.L., Ch. 9
Y.H.S., Ch. 5
H.S.Y., Ch. 20
H.L., Ch. 16

III. Text: BUILDING HEALTH

Pp. 73-79

Additional References:
H.F.C.Y., Ch. 11, 12
Y.H.S., Ch. 5
H.S.Y., Ch. 20
H.L., Ch. 16

Content

II. MECHANICS OF BREATHING

A. Inhalation
B. Exhalation
C. Rate of Breathing
D. Exchange of Gases in the Lungs
E. Body Adjustment to Changing Altitudes
F. Respiration Problems in High Pressure Areas
G. Temperature, Humidity and Ventilation

III. DISEASES AND DISORDERS

A. Sinus
B. Common Cold
C. Tonsilitis
D. Adenoid
E. Streptococcus Infections
F. Laryngitis
G. Bronchitis
H. Whooping Cough
I. Pleurisy
J. Pneumonia
K. Tuberculosis
L. Cancer
M. Poliomyelitis
N. Asphyxia

Understandings and Suggested Activities	Teacher's Notes
Discuss the work of the lungs. Describe the action of the ribs and diaphragm during inhalation and exhalation. THE CARBON DIOXIDE CONTENT IN THE BLOOD AFFECTS THE RATE OF BREATHING. Count the rate of respiration of a baby, an adult, and of someone your age. Discuss why one can hold his breath for approximately 75 seconds. Explain why mountain-climbing is strenuous and why many great distance runners come from mountainous areas. Discuss why deep-sea divers are brought to the surface slowly. Discuss how body temperature is controlled. Discuss the problem of keeping cool on a hot, humid day. STUDENTS SHOULD KNOW WHICH PART OF THE BODY IS INVOLVED IN EACH DISEASE OF THE RESPIRATORY SYSTEM. THE CAUSE AND EFFECT OF EACH DISEASE SHOULD BE DISCUSSED. Assign students to report on the cause, symptoms and prevention of each disease. Historical background and recent developments should be reviewed. For example, Trudeau, Koch, treatment centers in Alberta, methods of tests should be dealt with under T.B. Curie, Rontgen, should be dealt with under Cancer; Salk, Sabin with poliomyelitis. A chart could be developed to indicate the disease, its symptoms and causes. Relate each disease to the section of the respiratory system involved. Methods of artificial respiration should be discussed under asphyxia. The Holger-Nielson, Mouth to Mouth, are the ones which should be emphasized.	

Unit II
GRADE IX
THE CIRCULATORY SYSTEM

Suggested Time: 6 - 8 *Weeks*

Introduction

The student should acquire the understanding that man, through knowledge of the heart and its functions, can contribute to its efficient operation.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 38-42

Additional References:

H.F.C.Y., Ch. 7
Y.H.S., Ch. 3, 4
H.S.Y., Ch. 19
H.L., Ch. 14, 15

Films:

PHQ 42—*Circulatory Control*
PHQ 40—*Blood*
Tk 1597—*The Blood*
PHT 66—*Strokes* (Color, 10m.)
PHT 85—*Circulation—Why and How* (B & W, 11m.)
PHT108—*Circulation* (Color, 17m.)
PHT150—*Wonder Engine of the Body* (B & W, 10m.)
PHT198—*Stop Rheumatic Fever* (B & W, 10m.)
PHT232—*The Valiant Heart* (B & W, 27m.)
PHT261— *The Heart—How It Works* (B & W, 11m.)
PHT338—*Pulse of Life* (Color, 30m.)

Filmstrips:

Pk 1608—*Your Heart and Lungs*
P 1060—*Heart and Circulation*
Pk 2164—*Your Blood*
PHF 48—*The Heart and Circulation*
PHF 85h—*Your Heart and Lungs*
PHF127a—*Harvey and Blood Circulation*

II. Text: BUILDING HEALTH

Pp. 42-54

Additional References:

H.F.C.Y., Ch. 7
Y.H.S., Ch. 3, 4
H.S.Y., Ch. 19
H.L., Ch. 14, 15

Content

I. HISTORY

II. STRUCTURE

A. The Heart

1. Auricles
2. Ventricles
3. Valves.

B. Arteries

C. Veins

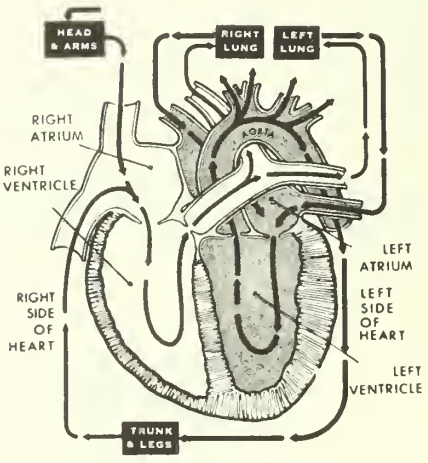
D. Capillaries

E. Blood

1. Its composition
   (a) plasma
   (b) red corpuscles
   (c) white corpuscles
   (d) platelets
   (e) haemogloben
   (f) hormones
   (g) antibodies
   (h) blood types—A, B, AB, O
   (i) Rh factor.

III. FUNCTION

A. The Heart



Understandings and Suggested Activities	Teacher's Notes
As an approach to the study of the circulatory system review briefly some early ideas through discussion of the life and work of people such as Vesalius, Malpighi, Galen and Harvey.	
THE STUDENT SHOULD RECOGNIZE THE HEART AS A MIGHTY MUSCULAR ORGAN OF UNIQUE DESIGN TO CARRY OUT A VITAL PROCESS.	
Through a study of charts, models, or an animal's heart, note the chambers and valve design.	
Prepare a carefully drawn diagram of the heart and label the parts.	
Prepare diagrams or study models of various types of valves to learn clearly the function of valves.	
Study diagrams or animal artery specimens. Note the three-layer structure and have a student report on the purpose of each layer. Show how arteries are protected by location and tell why arterial bleeding is hard to stop.	
Discuss the difference in structure between veins and arteries. Give reasons for the importance of the structural differences and the purpose of venous valves.	
THE STUDENT SHOULD GAIN AN UNDERSTANDING OF THE COMPLEX COMPOSITION OF BLOOD NECESSARY TO CARRY OUT ITS MANY FUNCTIONS.	
Have the students construct labelled charts indicating the many component parts of blood.	
If a microscope is available observe blood specimens under its magnification.	
Discuss the purpose of blood transfusions. Report on the importance of the Rh factor and blood type in connection with the above.	
Discuss how an opposing Rh factor on the part of father and mother may affect their children.	
Through use of diagrams study the double pump action of the heart.	
Using a body chart trace the systemic and pulmonary roots of travel of blood.	

Unit II
GRADE IX
THE CIRCULATORY SYSTEM

Sources of Information

Films:

PHT 108, Tk 666 —*Circulation*

PHT 23, T 206 —*Heart and Circulation*

III. Text: BUILDING HEALTH

Pp. 43-47

H.F.M.L., Ch. 9, 10, 16
Y.H.S., Ch. 4, 18
H.S.Y., Ch. 12, 22
H.L., Ch. 29

Other Materials:

DPH Publications:

After a Coronary
Heart Disease in Canada
Rheumatic Fever in Children
The Heart (notebook chart)
The Heart (wall chart)
The Heart Story
Your Heart
What the Classroom Teacher Should Know and Do About Children with Heart Disease
What You Need to Know About Heart, Blood and Lymph

IV. Text: BUILDING HEALTH

Pp. 40-62

Additional References:

H.F.M.L., Ch. 15
Y.H.S., Ch. 26
H.S.Y., Ch. 19
H.L., Ch. 15

V. Text: BUILDING HEALTH

Pp. 49-50

Additional References:

First Aid to the Injured

Filmstrips:

PHF 75—*Circulation & Types of Wounds*

Additional References:

H.F.M.L., Ch. 15
H.L., Ch. 15

Content

B. The Circulatory System
   1. Systemic
   2. Pulmonary.
C. The Blood
D. The Spleen

IV. SOME FACTORS AFFECTING THE CIRCULATORY SYSTEM

A. Nutrition
B. Rest and Exercise
C. Tobacco
D. Alcohol
E. Drugs

V. DISEASES AND DISORDERS

A. Rheumatic Fever
B. Anemia
C. Arteriosclerosis (hardening of the arteries)
D. Varicose Veins
E. Leukemia
F. Hemophilia (bleeders)
G. Heart Murmurs
H. Coronary Thrombosis (heart attack)
I. Apoplexy

VI. FIRST AID

A. Arterial Bleeding
   Venous Bleeding

VII. MEDICAL ADVANCES

A. Heart Massage
B. Blood Banks and Transfusions
C. Electrocardiogram

Understandings and Suggested Activities	Teacher's Notes

Refer to the composition of blood under structure.

Have pupils report on the functions of each part.

Discuss the value and importance of blood banks.

Have a student report on the function of the spleen.

DAILY LIVING PRACTICES AFFECT THE HEALTH OF THE CIRCULATORY SYSTEM.

Some doctors instruct patients with heart ailments to stop smoking. Explain the reasons for this by reference to the effects of nicotine on blood vessels, increased blood pressure and the resulting work load on the heart.

Report on the rapid absorption of alcohol and how it produces a false sense of warmth through its effect on the circulatory system.

Discuss the statement, "Alcoholics starve themselves of food and this causes harm to the liver."

What effect does alcohol have on the healing of stomach ulcers?

Have pupils record their pulse, exercise vigorously, record the pulse again and then note how long it takes for the pulse to return to normal. Note that fitness improves the recovery time.

In the light of the previous discussion on tobacco tell why an athlete should not smoke.

Have pupils report on the nature, symptoms and importance of medical care for heart and circulatory ailments.

Give reasons for the difference in bleeding from a vein and an artery.

On a diagram locate arterial pressure points.

Carry out first aid activities to demonstrate the current treatment for each type of hemorrhage.

Discuss some of the modern techniques used in the treatment of heart ailments.

Unit III
GRADE IX

THE NERVOUS SYSTEM

MAN'S MARVELLOUS CONTROL SYSTEM

Suggested Time: 4 - 6 *Weeks*

Introduction

Through a study of the nervous system the students should be led to a basic understanding of their behavior and that of others.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 27-29

Additional References:

H.F.C.Y., Ch. 9
H.F.M.L., Ch. 1
Y.H.S., Ch. 15
H.S.Y., Ch. 23
H.L., Ch. 19, 21
Films:
Tk 1598—*Fundamentals of the Nervous System*
PHT 1—*The Human Body—Nervous System*

PHT 34, T 294—*Nervous System*

Content

I. MAN'S MARVELLOUS CONTROL SYSTEM

A. Function

1. Controls and harmonizes muscular movements
2. Coordinates the work of the various systems
3. Enables the individual to think, to reason, to rationalize and to discriminate.

B. Components

1. The neuron
   (a) structure
      i. cell body
      ii. axon
      iii. dendrite.
   (b) function
      i. synapse.
   (c) kinds
      i. sensory
      ii. motor
      iii. connecting or association.
2. The nerve
   (a) structure
   (b) function
   (c) reflex action
   (d) conditioned responses
   (e) habits.

Understandings and Suggested Activities	Teacher's Notes
THE ACTIVITIES OF THE MIND AND BODY ARE PRODUCTS OF THE NERVOUS SYSTEM, AND THE HEALTH OF ONE AFFECTS THE HEALTH OF THE OTHER. THE PROPER USE AND CONTROL OF THE NERVOUS SYSTEM LEADS TO MATURITY. THE NERVOUS SYSTEM DETERMINES, IN PART, THE INDIVIDUAL DIFFERENCES, SPECIAL ABILITIES AND INTERESTS THAT EXIST IN PEOPLE. Introduce the unit by giving a general description of the nervous system that will provide an overall picture of its structure and function. THE NEURON IS THE BASIC UNIT OF STRUCTURE OF THE NERVOUS SYSTEM. Have large drawings prepared (if physiological charts are not available) of the neuron showing **cell body, axon** and **dendrite.** Have students stretch out an arm and spread the fingers. A comparison can be made when the fingers are imagined to be dendrites, the hand the cell body and the arm the axon. Compare a synapse to an electric current jumping a gap in a spark plug. NERVES ARE PATHWAYS THAT CARRY IMPULSES TO AND FROM SPECIFIC PLACES IN THE BODY. Examine diagrams of the cross-section of a nerve. Trace the path of a nerve impulse along a sensory neuron, through a connecting neuron, back to the periphery along a motor neuron; e.g. finger is pulled away from a hot stove. It might be of interest to note that nerve impulses travel at a rate of 268 m.p.h. Have students try one or more of these reflexes: (a) Knee jerk—have student sit, legs crossed, with one foot swinging freely. Hit (lightly) the leg, just below the kneecap with the edge of the hand.	

Unit III
GRADE IX

THE NERVOUS SYSTEM

MAN'S MARVELLOUS CONTROL SYSTEM

Sources of Information

Filmstrips:

P 1423—*Nervous System*
Pk3307—*The Nervous System*
Pk2166—*Your Body's Message System*

II. Text: BUILDING HEALTH

Additional References:

H.F.M.L., Ch. 1
Y.H.S., Ch. 22, 31
H.S.Y., Ch. 23
H.L., Ch. 20
Films:
PHT 195—*Clearing Shadows*
PHT1124—*The Long Way Back*

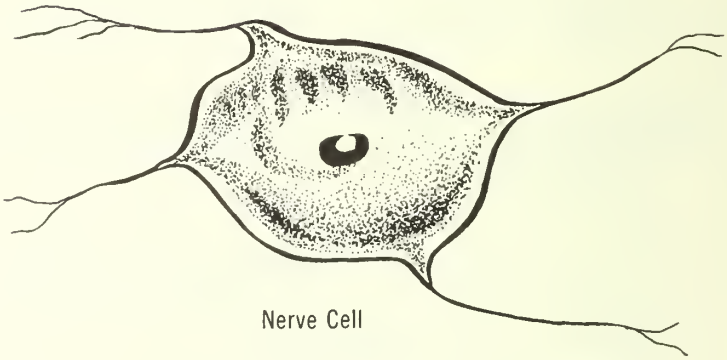
Content

3. The divisions of the nervous system
   (a) the central nervous system
      i. brain
      ii. spinal cord.
   (b) the autonomic nervous system.

II. DISEASES AND DISORDERS

A. Injuries to the Nervous System

1. Poliomyelitis
2. Haemorrhage—"stroke"
3. Concussion
4. Brain tumours
5. Encephalitis
6. Multiple Sclerosis.



Nerve Cell

Understandings and Suggested Activities	Teacher's Notes
(b) Pupillary reflex—shine a flashlight into the eyes of another student. Note how quickly his pupils become small (contract). What is the reflex if the light is dimmed? (c) Blinking reflex—note what happens when you pass your hand rapidly in front of the eyes of another student. (d) Have students prepare reports on Pavlov's experiments on conditioned responses. A student panel might discuss "habits"—good and bad. THE CENTRAL NERVOUS SYSTEM CONTROLS THINGS YOU DO OF YOUR OWN FREE WILL (VOLUNTARY ACTIONS). Study the parts of the brain showing the location and function of each. Compare the function of cerebro-spinal fluid to that of shock absorbers in a car. Have students prepare a cross-sectional diagram of the brain. THE AUTONOMIC NERVOUS SYSTEM CONTROLS SUCH VITAL ACTIVITIES AS HEART BEAT, BREATHING AND GLAND ACTION (INVOLUNTARY ACTIONS). Through the use of diagrams show the structure of the autonomic nervous system and its connection with the central nervous system. Have students prepare reports on the effects of injuries to the nervous system. Discuss the dangers to the nervous system when handling people who have been injured in an accident.	

Unit IV
GRADE IX

THE ENDOCRINE SYSTEM

A REGULATOR

Suggested Time: 2 - 4 *Weeks*

Introduction

The ductless or endocrine glands form an intricate body system. Their chemical secretions called hormones regulate the life processes of the body.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 83-97

Additional References:
H.F.M.L., Ch. 1
Y.H.S., Ch. 7
H.S.Y., Ch. 24
H.L., Ch. 21

Films:

T 201—*Endocrine Glands*
PHT 25—*Endocrine Glands*

Filmstrips:

P 1420—*Endocrine Glands*
Pk3452—*How Hormones Control the Body*

Content

I. STRUCTURE AND LOCATION

A. Pineal
B. Pituitary
C. Thyroids
D. Parathyroids
E. Thymus
F. Adrenals
G. Pancreas
H. Gonads

II. FUNCTIONS OF THE GLANDS

A. THESE SHOULD BE LISTED FOR EACH GLAND AS STUDENTS PREPARE THE CHART OUTLINE INDICATED UNDER SUGGESTED ACTIVITIES.

III. DISEASES AND DISORDERS

A. Dwarfs and Giants
B. Cretinism
C. Goiter
D. Tetany
E. Diabetes

Understandings and Suggested Activities	Teacher's Notes
HORMONES ARE SECRETED DIRECTLY INTO THE BLOOD STREAM AND HAVE A TREMENDOUS INFLUENCE OVER MANY FUNCTIONS OF THE BODY. With the use of charts or diagrams locate each gland and become familiar with its relative size and structure. MEDICAL ADVICE MUST ALWAYS BE SECURED IN THE TREATMENT OF ENDOCRINE DISORDERS. Prepare a large chart listing the glands down the left hand side and the following suggested headings across the top: Size, Location, Hormones Secreted, Function, Effects of Regular Excess of Hormones, Effects of Regular Shortage of Hormones, Medical Care. The above chart could be completed as the unit progresses either by having various groups report on each of the glands, or as a summary of individual research.	

Unit V
GRADE IX

SAFETY ON WHEELS AND ON WATER

Suggested Time: 5 - 7 *Weeks*

Introduction

The students should acquire the understanding that accident problems can be attacked in a scientific way by analyzing the causes and by taking steps to remove these causes where possible.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 208-214

Additional References:

H.F.C.Y., Ch. 13
H.F.M.L., Ch. 21
Y.H.S., Ch. 29
H.S.Y., Ch. 25
H.L., Ch. 30, 36

Films:

PHT 306—*Driving Tips* (B & W, 20m.)
PHT1116—*Look Alert: Stay Unhurt* (B & W, 14m.)
T 813—*The Case of Tommy Tucker*
T 772—*Practice Makes Perfect Drivers*
Tk 1396—*Crossroads Ahead*
T 770—*Your Permit to Drive*

Other Materials:

DPH Publications:
Guide to Good Driving
DPH Posters:
Stay Alive

Content

I. SAFETY ON THE HIGHWAY

A. Teen-age Drivers

1. Age limits for learner's permits and licenses
2. Age-accident relationship:
   (a) local
   (b) provincial.
3. Driver-trainer effects on accidents.

B. The Relation of the Driver to Accidents

1. Effects of:
   (a) physical handicaps
   (b) attitudes
   (c) attentiveness
   (d) consideration for others
   (e) emotional stability
   (f) physical fitness
   (g) reaction time
   (h) alcohol.

C. Safe Automobiles

1. Automobile improvements;
   (a) design for good visibility
   (b) body strength
   (c) safety locks on doors
   (d) shatter proof glass
   (e) padded dash
   (f) safety belts
   (g) improved brakes and steering
   (h) improvement on tires
   (i) signal lights.

Understandings and Suggested Activities	Teacher's Notes
THE STUDENTS SHOULD UNDERSTAND THAT THE SOLUTION TO THE TRAFFIC ACCIDENT PROBLEM LIES IN THE IMPROVEMENT OF KNOWLEDGE, SKILLS AND ATTITUDES IN DRIVERS — ESPECIALLY IN YOUNG DRIVERS. A student committee, after consultation with an insurance representative, could report to the class on reasons for higher insurance rates for teen-agers. STUDENTS SHOULD UNDERSTAND THAT FOUR FACTORS: THE NUMBER OF CARS, THE NUMBER OF DRIVERS, INCREASING POWER OF CARS, AND HIGHER SPEED LIMITS, CAN PRODUCE A GREATER DEATH TOLL, UNLESS WE EDUCATE OUR YOUNG DRIVERS WHO ARE GOING TO BE BEHIND THE WHEELS OF TOMORROW'S CARS. Study the type of driver training courses available. Invite a driver-training instructor to talk to the class and demonstrate the need for such training. A MAJOR FACTOR IN MOTOR VEHICLE ACCIDENTS IS THAT SOME PEOPLE CAN NEVER BECOME EXPERT DRIVERS BECAUSE OF THEIR PHYSICAL, NERVOUS AND EMOTIONAL LIMITATIONS. Have the class display safety posters, accident literature, and other materials on traffic safety and pedestrian hazards. A panel could discuss the following topic: "Carelessness is the most common cause of accidents." A student committee could prepare a chart showing knowledge, skills and attitudes necessary for a competent driver. Discussion groups could prepare a set of rules for drivers with respect to pedestrian traffic. Have a committee report on the major safety features incorporated in cars over the past ten years. Have the class compile a check list for owners of cars to determine the relative safety of their cars.	

Unit V
GRADE IX

SAFETY ON WHEELS AND ON WATER

Sources of Information

Alberta Safety Council, Alberta Block, Edmonton, Alberta

Pamphlets:

Traffic Court Clinic
Teachers Prep Courses for Driver Education
Safe Driving Week
Holiday Hazards
Pedestrian Campaigns
Slow Down and Live
Check Your Car

Sound Films:

Department of Extension
University of Alberta, Edmonton
It Need Not Happen
Caution at the Crossroads
Last Date
Left Turn
Child Safety
Driver and Pedestrian
Safe Driving: Fundamental Skills
Road Block
Highway Driving
Safe Driving: Abnormal Skills
The Driver and the Law
Driving in the City
How Do You Drive

Department of Public Health
Edmonton, Alberta
Guide to Good Driving

Content

2. Keeping your car safe
   (a) mechanical maintenance
   (b) proper passenger load
   (c) good driver visibility
   (d) driving distractions
   (e) emergency equipment—flares, flashlights, chains.

D. Highways and Safety

1. Highway defects
2. Highway signs and speed limits
3. Lower speed limits at night
4. Adverse driving conditions:
   (a) ice
   (b) fog
   (c) sleet.

E. An Expert Driver

1. Characteristics of a good driver
2. Steps to take in becoming a good driver.

Understandings and Suggested Activities	Teacher's Notes
Invite an Alberta Motor Association official to discuss the severity of accidents today in comparison to those of twenty years ago. Have a panel discussion on the topic "Speed and Safety." If possible arrange to have an adult serve on the panel. IT IS IMPORTANT TO KNOW AND FOLLOW RULES AND REGULATIONS ADAPTED FOR THE SAFE CONTROL OF MOTOR VEHICLE TRAFFIC. Have the class discuss how the safe operation of a motor vehicle varies with the condition and character of streets and highways. Have committees report on the various types of physical defects and how drivers are required by law to compensate for their handicaps. Invite a police official to explain to the class how alcohol has contributed to motor vehicle accidents. Have student committees report on the following topics: (a) Why do the number of accidents increase at night? (b) What extra precautions are necessary for safe driving at night? (c) What physical defects contribute to accidents at night? STUDENTS SHOULD UNDERSTAND THE EFFECT OF INDIVIDUAL CONDUCT ON THE SAFETY OF OTHERS AND SHARE IN THE RESPONSIBILITY FOR INDIVIDUAL AND GROUP SAFETY. Have a panel discuss "What part can teen-age drivers play in reducing the high accident rate in their age group?" The ideas presented here could be recorded and written for publication in the school paper. Have students compile a list of the characteristics of a good driver. Also list the preparation procedures necessary to obtain one's driver's license.	

Unit V
GRADE IX

SAFETY ON WHEELS AND ON WATER

Sources of Information

II. Text: BUILDING HEALTH

Pp. 214-222

Additional References:

H.F.C.Y., Ch. 13
H.F.M.L., Ch. 21
Y.H.S., Ch. 28
H.S.Y., Ch. 25, 26, 27
H.L., Ch. 30, 31

Films:

PHT 244—*No Time to Spare* (Color, 12m.)
PHT 289—*That They May Live* (Color, 30m.)
PHT 256—*Water Safety* (B & W, 10m.)
Tk 1540—*Be Water Wise*
Tk 1539—*Boating and Good Sense*
PHT 295—*I'm No Fool In Water* (Color, 8m.)
PHT 335—*Water Rescue* (Color, 20m.)
PHT 338—*Pulse of Life* (Color, 30m.)

Filmstrips:

PHF 75 —*Artificial Respiration*
PHF 134c—*Artificial Respiration*

Other Materials:

DPH Publications:
Resuscitation by Artificial Respiration
Water Safety Knowledge
DPH Posters:
Stay Alive
Water Scene

Content

II. SAFETY IN SWIMMING

A. Values and Hazards in Swimming

1. Physical values
2. Theraputic values
3. Enjoyment
4. Hazards and precautions.

B. Safety in a Swimming Pool

1. Desirable behavior in and about a swimming pool
2. Functions and duties of a pool life-guard.

C. Safety in Ocean Swimming

1. Important consideration for:
   (a) temperature
   (b) surf
   (c) breakers
   (d) rip-tides
   (e) safety precautions at the beach.

D. Life-Saving Procedures

1. Water-safety rules
2. Techniques for approaching and handling a drowning person
3. Artificial respiration:
   (a) mouth-to-mouth
   (b) Holger-Nielsen (back pressure-armlift).

Understandings and Suggested Activities	Teacher's Notes
STUDENTS SHOULD UNDERSTAND AND APPRECIATE THAT MANY PHYSICAL EDUCATORS RATE SWIMMING AS THE MOST VALUABLE OF ALL ACTIVITIES IN THE SPORTS FIELD FROM THE PHYSICAL, SOCIAL, SAFETY, AND RECREATIONAL VIEWPOINTS. Have student committees report on why a person who can swim is more likely to engage in a greater number of activities than a non-swimmer. Have a student panel discussion on the following topic: "There are more accidental deaths from drownings than from any other cause except motor vehicles." Class could determine the chief causes of death by drowning and how they could have been prevented. A student committee could assume they have been appointed life-guards for the summer months, and that they are to compile a list of duties and responsibilities they will enforce or carry out when their duties commence. STUDENTS SHOULD UNDERSTAND THE UNIQUE HAZARDS OF SURF-SWIMMING. The class could discuss the different hazards of ocean swimming and why special care is necessary for swimming in such areas. Have student committees prepare a list of do's and don'ts to ensure safety at the beach. STUDENTS SHOULD UNDERSTAND THAT PANIC IS THE LOSS OF THE ABILITY TO ORGANIZE THINKING AND TO CONTROL FEAR. CONSEQUENTLY, IT IS A DEFINITE SAFETY HAZARD. UNDERSTANDING THE NATURE OF PANIC AND EXERCISING SELF-CONTROL HELP TO PREVENT AND CONTROL IT. The health teacher could discuss the nature and cause of panic and how it could be avoided. Invite a Red Cross swimming and water safety official, or other qualified person, to explain and demonstrate the various procedures, equipment, methods and devices that should be used to carry out correct life saving activities. Provision should be made for demonstrating and teaching artificial respiration. 	

Unit VI
GRADE IX

GROUP ACTION FOR HEALTH

Suggested Time: 5 - 7 *Weeks*

Introduction

In every community there are many people and organizations interested in promoting good health. As an outcome of this unit, the student should understand that his welfare is affected by these agencies.

Sources of Information

I. Text: BUILDING HEALTH

Pp. 4-23

Additional References:

H.F.C.Y., Ch. 10
H.F.M.L., Ch. 19, 20
Y.H.S., Ch. 27
H.S.Y., Ch. 29, 30, 31, 32, 33
H.L., Ch. 32

Films:

PHT 187-24'—*Better Public Health Relations*

PHT 69-13' / T 193 } *Defending the City's Health*

PHT 263-30' / Tk 1341 } *Horizons for Health*

PHT 185-20' / Tk 1092 } *Your Health Unit*

Content

I. THE ROLE OF THE COMMUNITY

A. Community Health Problems

1. Improvement of the environment in which people live and work
2. Cleanliness and safety of factories, business and homes
3. Provision of parks, recreation areas and facilities
4. Health education.

B. Health Organization in Your Community

1. Your health team
   (a) medical health officer
   (b) public health nurse
   (c) sanitary inspectors
   (d) dentists and dental auxilaries (hygienists).

II. HEALTH SERVICES IN YOUR COMMUNITY

A. Maternal and Child Health Program

1. Pre-and post-natal instruction
2. School health program
3. Health education
4. Dental health program
5. Nutrition education.

B. Environmental Sanitation

1. Inspection and supervision of water supplies
2. Sewage disposal plants
3. Garbage collection and disposal
4. Milk supply
5. Butcher shops and restaurants.

Understandings and Suggested Activities	Teacher's Notes
LOCAL GOVERNMENTS MUST ASSUME RESPONSIBILITY FOR ORGANIZING TO MEET COMMUNITY HEALTH PROBLEMS. A discussion of the major problems will assist the students to assess the value of a local board of health. A survey team of students could check available facilities for recreation and evaluate the need of facilities for promotion of physical fitness. A member of the health team could discuss his responsibilities in the community. An organization chart of the Department of Public Health may help to understand the scope of the Department's undertakings. HEALTH PROGRAMS CAN BE NO MORE EFFECTIVE THAN THE INDIVIDUAL COOPERATION THE CITIZENS WILL ALLOW. Visit the community water plant. Observe the steps in water treatment and purification. Visit and observe the methods of treating and disposing of sewage and garbage in your community. 	

Unit VI
GRADE IX

GROUP ACTION FOR HEALTH

Sources of Information

T 71—*City Water Supply*
T 47—*Every Drop a Safe One*
T 605—*Sewage Disposal*
Tk 1326—*A Visit to the Water Works*
Tk 1154—*Water on Tap* (Rural)
PHF 160—*Out Beyond Town* (Rural)

Filmstrips:

PHF 23—*The Health of the People*
PHF 94—*Drilled Well Sanitary Aspects*
PHF 87—*Enemies of Health and Wealth*
PHF 40—*In Your Hands*
PHF 88—*Meals for Millions Series*
PHF 38—*Rural Water and Sewage Systems*
PHF 43—*Safe Food for Good Health*
PHF 78—*Safe Water*
Pk 2823—*Sanitation*
Pk 2822—*The Water We Drink*

Additional References:

H.F.C.Y., Ch. 10
H.F.M.L., Ch. 19, 20
Y.H.S., Ch. 27
H.S.Y., Ch. 29, 30, 31, 32, 33
H.L.,Ch. 32

Content

C. Communicable Disease Control

1. Immunization program
2. Supervision of cases and contacts
3. Routine laboratory tests.

D. Special Services

1. Child guidance clinics
2. Tuberculosis services
3. Others.

III. OTHER HEALTH SERVICES

A. Voluntary Assistance Organizations

B. Medical Insurance and Hospitalization
1. Public
2. Private.

IV. THE ROLE OF THE INDIVIDUAL IN COMMUNITY HEALTH

Understandings and Suggested Activities	Teacher's Notes

Discuss the measures followed in your school to protect the pupils from the spread of communicable diseases.

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL TO ATTEMPT TO CONTROL THE SPREAD OF DISEASE.

Describe how several health problems might be solved by international cooperation.

Explain how the conquest of many diseases has increased the problem of meeting the needs of the older population.

Have the students write about the health problems which the nation may face in the future and suggest means of combatting them.

Consider the place of volunteer agencies such as the Canadian Cancer Society in research and treatment, and in drawing public attention to disease.

Investigate insurance and medical schemes, both private and public. Evaluate their worth.

What service organizations are active in these fields in the community?

How can you participate in aiding others through voluntary help?

As a culminating activity have the students write an essay on "My Role in Promoting Good Health".

APPENDIX

Free Health Education Materials For Junior and Senior High Schools

This appendix lists some health education aids which may be obtained at the

HEALTH EDUCATION SERVICES

Department of Public Health
Administration Building
Edmonton, Alberta

PERSONAL HEALTH INVENTORY

Class Reference

Help Yourself to Health
For Smiles that Last
Teenagers Toothtest

Teacher Reference

Effective Methods for Prevention of Tooth Decay

DISEASE PREVENTION

Class Reference

What You Should Know About T.B.
T.B.'s Other Targets
Score Yourself
Rheumatic Fever

Teacher Reference

Grist for the Teacher's Mill
Youth Fights Cancer
T.B. The Facts

SAFETY IN THE HOME

Class Reference

Your Family's Safety
Don't Poison Your Family
Water Safety Knowledge
Mouth to Mouth Resuscitation or Rescue Breathing
Never, Never Be A Dodo

Teacher Reference

First Aid Kit
Emergency First Aid

MEDICAL MILESTONES

Class Reference

Safe to Take
Food and Drug Protection in Canada

Teacher Reference

Sulphanilamide and Related Sulphonamide Drugs
Penicillin
Grist For the Teacher's Mill

PREVENTING THE SPREAD OF INFECTION

Class Reference

Disinfection
Safe Milk
Your Health Unit

Teacher Reference

Sick Child At Home

HEALTH RESPONSIBILITIES OF THE ADOLESCENT

Class Reference

**You're A Young Lady Now*
**Very Personally Yours*
**Growing Up and Liking It*

Teacher Reference

Understanding Your Teenager
Personal Hygiene (Menstrual Education) Educational Portfolio
Teaching Guide

PERSONAL AND COMMUNITY HEALTH

Class Reference

Raw Milk, Undulant Fever
Domestic Sewage Disposal
Rural Waters
Control of Houseflies and Mosquitoes
Disposal of Community Wastes
The Rat and Native Wild Rodents
The Rat—A Public Health Problem
The Rat—An Expensive and Dangerous Pest
Protecting the Community Milk Supply
Protection of the Community's Food Supply
Diseases Communicated by Intestinal Discharges
Safe Milk
Clean Eating Places
The Spotted Fever Tick in Alberta
Tick Borne Diseases of Man and Methods of Prevention

THE TRANSPORTATION SYSTEM OF THE BODY

Class Reference

Your Heart
Rheumatic Fever
Wall Chart on the Heart
Wall Chart on the Circulation

Teacher Reference

What You Need to Know About Heart, Blood and Lymph

PREVENTING ACCIDENTS AND MEETING EMERGENCIES

Class Reference

Manual Artificial Respiration—Holger Neilson Method
New Way to Save A Life
Mouth To Mouth Resuscitation or Rescue Breathing

Teacher Reference

Hazards of Lightning
Hazards of Solvents
Dangers of Spray Painting
Holiday Hazards
Carbon Monoxide
Arsenic and Arsine
Industrial Dermatitis

POSTER SETS

Combined set of cold and dental posters
Combined set of sanitary, general health and handwashing
Posters on posture and first aid

LB 1588 C2 A32 1964 GR-7-9
JUNIOR HIGH HEALTH CURRICULUM
GUIDE FOR JUNIOR HIGH HEALTH/

39835392 CURR HIST

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